

**IDAHO CONTENT STANDARDS
KINDERGARTEN
SCIENCE**

Standard 1: Nature of Science

~~Students explore the process of scientific investigation through observations and collection of data over time.
Students follow instructions and work with others.~~

~~Goal 1.1: Understand Systems, Order, and Organization~~

~~No objectives at this grade level.~~

~~Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanations~~

~~Objective(s): By the end of Kindergarten, the student will be able to:~~

~~K.S.1.2.1— Make observations and collect data. (528.01.a)~~

~~Goal 1.3: Understand Constancy, Change, and Measurement~~

~~Objective(s): By the end of Kindergarten, the student will be able to:~~

~~K.S.1.3.1— Measure in non-standard units. (528.02.b)~~

~~Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State~~

~~Objective(s): By the end of Kindergarten, the student will be able to:~~

~~K.S.1.4.1— Apply the concepts of yesterday, today, and tomorrow. (528.03.a)~~

~~Goal 1.5: Understand Concepts of Form and Function~~

~~No objectives at this grade level.~~

~~Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills~~

~~Objective(s): By the end of Kindergarten, the student will be able to:~~

~~K.S.1.6.1— Make observations. (529.01.a)~~

~~Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors~~

~~Objective(s): By the end of Kindergarten, the student will be able to:~~

~~K.S.1.7.1— Use cooperation and interaction skills. (538.01.a)~~

~~Goal 1.8: Understand Technical Communication~~

~~Objective(s): By the end of Kindergarten, the student will be able to:~~

~~K.S.1.8.1— Follow instructions. (538.02.a)~~

Standard 2: Physical Science

~~Students use their senses to investigate the organizational patterns in the world around them and describe a variety of objects.~~

Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions

Objective(s): By the end of Kindergarten, the student will be able to:

~~K.S.2.1.1—Use senses to describe matter. (530.01.a)~~

Goal 2.2: Understand Concepts of Motion and Forces

~~No objectives at this grade level.~~

Goal 2.3: Understand the Total Energy in the Universe is Constant

~~No objectives at this grade level.~~

Goal 2.4: Understand the Structure of Atoms

~~No objectives at this grade level.~~

Goal 2.5: Understand Chemical Reactions

~~No objectives at this grade level.~~

Standard 3: Biology

~~Students observe plants and animals and describe their characteristics.~~

Goal 3.1: Understand the Theory of Biological Evolution

Objective(s): By the end of Kindergarten, the student will be able to:

~~K.S.3.1.1—Observe and describe the characteristics of plants and animals. (532.01.a)~~

Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems

Objective(s): By the end of Kindergarten, the student will be able to:

~~K.S.3.2.1—Describe the difference between living and non-living things. (533.01.a)~~

Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things

~~No objectives at this grade level.~~

Standard 4: Earth and Space Systems

~~Students make and describe observations of seasonal changes.~~

Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems

Objective(s): By the end of Kindergarten, the student will be able to:

~~K.S.4.1.1—Name the four seasons. (534.01.a)~~

~~K.S.4.1.2—Place the four seasons in order. (534.01.a)~~

Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System

~~No objectives at this grade level.~~

Standard 5: Personal and Social Perspectives; Technology

Students describe local environments

~~Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced~~

~~Objective(s): By the end of Kindergarten, the student will be able to:~~

~~K.S.5.1.1—Describe characteristics of a man-made environment (home, school...). (536.01.a)~~

~~Goal 5.2: Understand the Relationship between Science and Technology~~

~~No objectives at this grade level.~~

~~Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them~~

~~No objectives at this grade level.~~

**IDAHO CONTENT STANDARDS
GRADE 1
SCIENCE**

Standard 1: Nature of Science

~~Students explore the process of scientific investigation through observations and data collection, using standard and non-standard units of measurement. Students follow multi-step instructions and work with others.~~

~~Goal 1.1: Understand Systems, Order, and Organization~~

~~No objectives at this grade level.~~

~~Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanations~~

~~Objective(s): By the end of Grade 1, the student will be able to:~~

~~1.S.1.2.1—Make observations, collect data, and use data. (543.01.a)~~

~~Goal 1.3: Understand Constancy, Change, and Measurement~~

~~Objective(s): By the end of Grade 1, the student will be able to:~~

~~1.S.1.3.1—Measure in both standard and non-standard units. (543.02.b)~~

~~Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State~~

~~Objective(s): By the end of Grade 1, the student will be able to:~~

~~1.S.1.4.1—Explain the concepts of past, present, and future. (543.03.a)~~

~~Goal 1.5: Understand Concepts of Form and Function~~

~~No objectives at this grade level.~~

~~Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills~~

~~Objective(s): By the end of Grade 1, the student will be able to:~~

~~1.S.1.6.1—Make and record observations. (544.01.a)~~

~~Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors~~

~~Objective(s): By the end of Grade 1, the student will be able to:~~

~~1.S.1.7.1—Demonstrate cooperation and interaction skills. (553.01.a)~~

~~Goal 1.8: Understand Technical Communication~~

~~Objective(s): By the end of Grade 1, the student will be able to:~~

~~1.S.1.8.1—Follow multi-step instructions. (553.02.a)~~

Standard 2: Physical Science

~~Students describe properties of common objects and how movement is a change of position.~~

~~Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions~~

Objective(s): By the end of Grade 1, the student will be able to:

~~1.S.2.1.1—Describe properties of objects. (545.01.a)~~

Goal 2.2: Understand Concepts of Motion and Forces

Objective(s): By the end of Grade 1, the student will be able to:

~~1.S.2.2.1—Describe the position and motion of objects. (ex. revolve, rotate, at rest, float, and fall) (545.02.a)~~

Goal 2.3: Understand the Total Energy in the Universe is Constant

~~No objectives at this grade level.~~

Goal 2.4: Understand the Structure of Atoms

~~No objectives at this grade level.~~

Goal 2.5: Understand Chemical Reactions

~~No objectives at this grade level.~~

Standard 3: Biology

~~Students describe the life cycles of living things and how they survive in their environment.~~

Goal 3.1: Understand the Theory of Biological Evolution

Objective(s): By the end of Grade 1, the student will be able to:

~~1.S.3.1.1—Describe the life cycle of a plant (seed, growth, reproduction, death). (547.01.a)~~

~~1.S.3.1.2—Describe the life cycle of an animal (birth, development, reproduction, death). (547.01.a)~~

Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems

Objective(s): By the end of Grade 1, the student will be able to:

~~1.S.3.2.1—State that living things need food to survive. (548.01.a)~~

Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things

~~No objectives at this grade level.~~

Standard 4: Earth and Space Systems

~~Students describe characteristics for each season and the cycle of the seasons.~~

Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems

Objective(s): By the end of Grade 1, the student will be able to:

~~1.S.4.1.1—Identify the four seasons and their characteristics for a local region. (549.01.a)~~

Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System

~~No objectives at this grade level.~~

Standard 5: Personal and Social Perspectives; Technology

~~Students describe characteristics of the local environment.~~

~~Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced~~

~~Objective(s): By the end of Grade 1, the student will be able to:~~

~~1.S.5.1.1—Identify the characteristics of local natural environments. (playground, backyard). (551.01.a)~~

~~Goal 5.2: Understand the Relationship between Science and Technology~~

~~No objectives at this grade level.~~

~~Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them~~

~~No objectives at this grade level.~~

**IDAHO CONTENT STANDARDS
GRADE 2
SCIENCE**

~~Students are expected to know content and apply skills from previous grades.~~

Standard 1: Nature of Science

~~Students identify questions that can be answered through observation, collection, recording, and analysis of data. Students explain that the shape of an item is determined by its function. Students follow multi-step instructions, work cooperatively and use communication skills.~~

~~Goal 1.1: Understand Systems, Order, and Organization~~

~~No objectives at this grade level.~~

~~Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanations~~

~~Objective(s): By the end of Grade 2, the student will be able to:~~

~~2.S.1.2.1—Make observations, record and interpret data. (558.01.a)~~

~~Goal 1.3: Understand Constancy, Change, and Measurement~~

~~Objective(s): By the end of Grade 2, the student will be able to:~~

~~2.S.1.3.1—Measure in standard and non-standard units. (558.01.b)~~

~~Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State~~

~~Objective(s): By the end of Grade 2, the student will be able to:~~

~~2.S.1.4.1—Apply the concepts of past, present, and future. (558.03.a)~~

~~Goal 1.5: Understand Concepts of Form and Function~~

~~Objective(s): By the end of Grade 2, the student will be able to:~~

~~2.S.1.5.1—Identify shape and use of objects. (558.04.a)~~

~~Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills~~

~~Objective(s): By the end of Grade 2, the student will be able to:~~

~~2.S.1.6.1—Identify questions to be investigated. (559.01.a)~~

~~2.S.1.6.2—Make observations. (559.01.b)~~

~~2.S.1.6.3—Analyze information and evidence. (559.01.d)~~

~~2.S.1.6.4—Communicate observations. (559.01.f)~~

~~Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors~~

~~Objective(s): By the end of Grade 2, the student will be able to:~~

~~2.S.1.7.1—Practice cooperation and interaction skills. (568.01.a)~~

Goal 1.8: Understand Technical Communication

Objective(s): By the end of Grade 2, the student will be able to:

2.S.1.8.1—Follow multi-step instructions. (568.02.a)

Standard 2: Physical Science

~~Students describe objects by their properties and explain the affect motion has on an object.~~

~~Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions~~

Objective(s): By the end of Grade 2, the student will be able to:

2.S.2.1.1—List properties of an object. (560.01.a)

~~Goal 2.2: Understand Concepts of Motion and Forces~~

Objective(s): By the end of Grade 2, the student will be able to:

2.S.2.2.1—Explain how force affects the position and motion of objects. (560.01.a)

~~Goal 2.3: Understand the Total Energy in the Universe is Constant~~

~~No objectives at this grade level.~~

~~Goal 2.4: Understand the Structure of Atoms~~

~~No objectives at this grade level.~~

~~Goal 2.5: Understand Chemical Reactions~~

~~No objectives at this grade level.~~

Standard 3: Biology

~~Students list the basic needs of animals.~~

~~Goal 3.1: Understand the Theory of Biological Evolution~~

~~No objectives at this grade level.~~

~~Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems~~

Objective(s): By the end of Grade 2, the student will be able to:

2.S.3.2.1—Identify four basic needs of all living things (food, shelter, water, space). (563.01.a)

2.S.3.2.2—Discuss how animals are suited to live in different habitats. (547.01.b)

~~Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things~~

~~No objectives at this grade level.~~

Standard 4: Earth and Space Systems

~~Students describe weather conditions.~~

~~Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems~~

~~Objective(s): By the end of Grade 2, the student will be able to:~~

~~2.S.4.1.1—Describe the characteristics of different weather conditions. (564.01.b)~~

~~Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System~~

~~No objectives at this grade level.~~

Standard 5: Personal and Social Perspectives; Technology

~~Students compare man-made and natural environments. Students identify scientific tools.~~

~~Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced~~

~~Objective(s): By the end of Grade 2, the student will be able to:~~

~~2.S.5.1.1—Compare and contrast man-made and natural environments. (566.01.a)~~

~~Goal 5.2: Understand the Relationship between Science and Technology~~

~~Objective(s): By the end of Grade 2, the student will be able to:~~

~~2.S.5.2.1—Identify tools people have invented for everyday life and for scientific investigations. (565.01.b)~~

~~Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them~~

~~No objectives at this grade level.~~

**IDAHO CONTENT STANDARDS
GRADE 3
SCIENCE**

~~Students are expected to know content and apply skills from previous grades.~~

Standard 1: Nature of Science

~~Students apply scientific methods to conduct experiments. Students read and give multi-step instructions.~~

~~Goal 1.1: Understand Systems, Order, and Organization~~

~~Objective(s): By the end of Grade 3, the student will be able to:~~

~~3.S.1.1.1—Label the parts of a system. (573.01.a)~~

~~Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanations~~

~~Objective(s): By the end of Grade 3, the student will be able to:~~

~~3.S.1.2.1—Make observations, collect data and evaluate it. (573.02.a)~~

~~3.S.1.2.2—Replicate and/or use models. (573.02.b)~~

~~Goal 1.3: Understand Constancy, Change, and Measurement~~

~~Objective(s): By the end of Grade 3, the student will be able to:~~

~~3.S.1.3.1—Measure changes that occur. (573.03.b)~~

~~3.S.1.3.2—Measure in both U.S. Customary and International System of Measurement (metric system) units. (573.03.c)~~

~~Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State~~

~~No objectives at this grade level.~~

~~Goal 1.5: Understand Concepts of Form and Function~~

~~Objective(s): By the end of Grade 3, the student will be able to:~~

~~3.S.1.5.1—Describe the relationship between shape and use. (573.05.a)~~

~~Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills~~

~~Objective(s): By the end of Grade 3, the student will be able to:~~

~~3.S.1.6.1—Identify questions that can be answered by conducting scientific tests. (574.01.a)~~

~~3.S.1.6.2—Conduct scientific tests (574.01.b)~~

~~3.S.1.6.3—Use appropriate tools and techniques to gather and display data. (574.01.c)~~

~~3.S.1.6.4—Use data to construct a reasonable explanation. (574.01.d)~~

~~3.S.1.6.5—Make simple predictions based on data. (574.01.e)~~

~~3.S.1.6.6—Identify logical alternative explanations. (574.01.f)~~

~~3.S.1.6.7—Communicate the results of tests to others. (574.01.g)~~

~~Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors~~

~~No objectives at this grade level.~~

Goal 1.8: Understand Technical Communication

Objective(s): By the end of Grade 3, the student will be able to:

- 3.S.1.8.1—Read and give multi-step instructions. (583.02.a)

Standard 2: Physical Science

Students use scientific instruments to describe the physical properties of the three states of matter.

Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions

Objective(s): By the end of Grade 3, the student will be able to:

- 3.S.2.1.1—Use instruments to measure properties. (575.01.a)
- 3.S.2.1.2—Identify the physical properties of solids, liquids, and gases. (575.01.b)
- 3.S.2.1.3—Explain that heating and cooling can cause changes of state in common materials. (575.01.c)

Goal 2.2: Understand Concepts of Motion and Forces

No objectives at this grade level.

Goal 2.3: Understand the Total Energy in the Universe is Constant

- 3.S.2.3.1—Identify potential and kinetic energy. (590.03.a)

Goal 2.4: Understand the Structure of Atoms

No objectives at this grade level.

Goal 2.5: Understand Chemical Reactions

No objectives at this grade level.

Standard 3: Biology

Students explore the diversity of plants and animals in their environments. Students demonstrate an understanding of food webs.

Goal 3.1: Understand the Theory of Biological Evolution

Objective(s): By the end of Grade 3, the student will be able to:

- 3.S.3.1.1—Describe the adaptations of plants and animals to their environment. (577.01.a)

Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems

Objective(s): By the end of Grade 3, the student will be able to:

- 3.S.3.2.1—Describe the energy needed for living systems to survive. (578.01.a)
- 3.S.3.2.2—Compare and contrast the energy requirements of plants and animals. (593.01.a)
- 3.S.3.2.3—Label a food chain that shows how organisms cooperate and compete in an ecosystem. (578.01.b)
- 3.S.3.2.4—Diagram the food web and explain how organisms both cooperate and compete in ecosystems. (593.01.b)

Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things

No objectives at this grade level.

Standard 4: Earth and Space Systems

Students explore the relationship between the sun and Earth.

Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems

Objective(s): By the end of Grade 3, the student will be able to:

3.S.4.1.1—Explain the reasons for length of a day, the seasons, and the year on Earth. (594.01.a)

Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System

No objectives at this grade level.

Standard 5: Personal and Social Perspectives; Technology

Students identify local environmental issues. Students identify the relationship of tools to scientific investigation.

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

Objective(s): By the end of Grade 3, the student will be able to:

3.S.5.1.1—Identify local environmental issues. (581.01.a)

Goal 5.2: Understand the Relationship between Science and Technology

Objective(s): By the end of Grade 3, the student will be able to:

3.S.5.2.1—Describe how technology helps develop tools. (580.01.a)

3.S.5.2.2—Describe the development of tools over time. (580.01.b)

Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them

Objective(s): By the end of Grade 3, the student will be able to:

3.S.5.3.1—Explain the concept of recycling. (581.03.a)

**IDAHO CONTENT STANDARDS
GRADE 4
SCIENCE**

~~Students are expected to know content and apply skills from previous grades.~~

Standard 1: Nature of Science

~~Students apply scientific methods to conduct experiments, analyze alternative explanations and communicate results of tests. Students analyze and follow multi-step instructions.~~

~~Goal 1.1: Understand Systems, Order, and Organization~~

~~Objective(s): By the end of Grade 4, the student will be able to:~~

- ~~4.S.1.1.1—Explain that a system consists of an organized group of related objects that form a whole. (588.01.a)~~

~~Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanations~~

~~Objective(s): By the end of Grade 4, the student will be able to:~~

- ~~4.S.1.2.1—Make and record observations then analyze and communicate the collected data. (588.02.a)~~
- ~~4.S.1.2.2—Define observations and inferences. (588.02.b)~~
- ~~4.S.1.2.3—Make, describe and/or use models. (588.02.c)~~

~~Goal 1.3: Understand Constancy, Change, and Measurement~~

~~Objective(s): By the end of Grade 4, the student will be able to:~~

- ~~4.S.1.3.1—Describe how changes occur and can be measured. (588.03.b)~~
- ~~4.S.1.3.2—Measure in both U.S. Customary and International System of Measurement (metric system) units. (588.03.c)~~

~~Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State~~

~~No objectives at this grade level.~~

~~Goal 1.5: Understand Concepts of Form and Function~~

~~Objective(s): By the end of Grade 4, the student will be able to:~~

- ~~4.S.1.5.1—Explain the relationship between shape and use. (588.05.a)~~

~~Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills~~

~~Objective(s): By the end of Grade 4, the student will be able to:~~

- ~~4.S.1.6.1—Write questions that can be answered by conducting scientific tests. (589.01.a)~~
- ~~4.S.1.6.2—Conduct scientific tests. (589.01.b)~~
- ~~4.S.1.6.3—Use appropriate tools and techniques to gather and display data. (589.01.c)~~
- ~~4.S.1.6.4—Use data to construct a reasonable explanation. (589.01.d)~~
- ~~4.S.1.6.5—Make predictions based on data. (589.01.e)~~
- ~~4.S.1.6.6—Analyze alternative explanations. (589.01.f)~~
- ~~4.S.1.6.7—Communicate the results of tests to others in multiple formats. (589.01.g)~~

~~Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors~~

~~No objectives at this grade level.~~

~~Goal 1.8: Understand Technical Communication~~

~~Objective(s): By the end of Grade 4, the student will be able to:~~

~~4.S.1.8.1—Analyze and follow multi-step instructions. (598.02.a)~~

Standard 2: Physical Science

~~Students use scientific instruments to describe and measure the properties of the three states of matter.~~

~~Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions~~

~~Objective(s): By the end of Grade 4, the student will be able to:~~

~~4.S.2.1.1—Use instruments to measure properties (590.01.a)~~

~~4.S.2.1.2—Describe the physical properties of solids, liquids, and gases. (590.01.b)~~

~~4.S.2.1.3—Explain the changes caused by heating and cooling materials. (590.01.c)~~

~~Goal 2.2: Understand Concepts of Motion and Forces~~

~~No objectives at this grade level.~~

~~Goal 2.3: Understand the Total Energy in the Universe is Constant~~

~~No objectives at this grade level.~~

~~Goal 2.4: Understand the Structure of Atoms~~

~~No objectives at this grade level.~~

~~Goal 2.5: Understand Chemical Reactions~~

~~No objectives at this grade level.~~

Standard 3: Biology

~~Students analyze how plants and animals adapt to their environments. Students classify vertebrates.~~

~~Goal 3.1: Understand the Theory of Biological Evolution~~

~~Objective(s): By the end of Grade 4, the student will be able to:~~

~~4.S.3.1.1—Analyze and communicate the adaptations of plants and animals to their environment. (592.01.a)~~

~~4.S.3.1.2—Describe the difference between vertebrate and invertebrate animals. (592.01.c)~~

~~4.S.3.1.3—Classify the five groups of vertebrates (mammal, reptiles, amphibians, birds, and fish) based on characteristics. (592.01.c)~~

~~Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems~~

~~No objectives at this grade level.~~

~~Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things~~

~~No objectives at this grade level.~~

Standard 4: Earth and Space Systems

Students investigate the basic contents of our solar system.

Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems

Objective(s): By the end of Grade 4, the student will be able to:

- 4.S.4.1.1—Compare and contrast the basic components of our solar system (planets, sun, moon, asteroids, comets, meteors). (594.01.b)
- 4.S.4.1.2—Explain the effect of gravity on orbits and objects. (594.01.c)
- 4.S.4.1.3—Explain the effect of moon's gravity on Earth's tides. (594.01.c)

Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System

No objectives at this grade level.

Standard 5: Personal and Social Perspectives; Technology

Students explain how people have invented tools to meet a need or do a job.

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

No objectives at this grade level.

Goal 5.2: Understand the Relationship between Science and Technology

Objective(s): By the end of Grade 4, the student will be able to:

- 4.S.5.2.1—Identify tools used for space exploration and for scientific investigations. (595.01.b)

Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them

No objectives at this grade level.

**IDAHO CONTENT STANDARDS
GRADE 5
SCIENCE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

~~Students identify the components of a system and explain their relationship to the whole. Students read, execute, and give technical instructions.~~

Goal 1.1: Understand Systems, Order, and Organization

Objective(s): By the end of Grade 5, the student will be able to:

~~5.S.1.1.1—Compare and contrast different systems. (603.01.a)~~

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of Grade 5, the student will be able to:

~~5.S.1.2.1—Use observations and data as evidence on which to base scientific explanations and predictions. (603.02a)~~

~~5.S.1.2.2—Explain the difference between observation and inference. (603.02.b)~~

~~5.S.1.2.3—Use models to explain or demonstrate a concept. (603.02.c)~~

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of Grade 5, the student will be able to:

~~5.S.1.3.1—Analyze changes that occur in and among systems. (603.03.b)~~

~~5.S.1.3.2—Measure in both U.S. Customary and International System of Measurement (metric system) units with an emphasis on the metric system. (603.03.c)~~

Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State

~~No objectives at this grade level.~~

Goal 1.5: Understand Concepts of Form and Function

Objective(s): By the end of Grade 5, the student will be able to:

~~5.S.1.5.1—Explain how the shape or form of an object or system is frequently related to its use or function. (603.05.a)~~

Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of Grade 5, the student will be able to:

~~5.S.1.6.1—Write and analyze questions that can be answered by conducting scientific experiments. (604.01.a)~~

~~5.S.1.6.2—Conduct scientific investigations using a control and a variable. (604.01.b)~~

~~5.S.1.6.3—Select and use appropriate tools and techniques to gather and display data. (604.01.c)~~

~~5.S.1.6.4—Use evidence to analyze descriptions, explanations, predictions, and models. (604.01.d)~~

~~5.S.1.6.5—State a hypothesis based on observations. (604.01.e)~~

~~5.S.1.6.6—Compare alternative explanations and predictions. (604.01.f)~~

~~5.S.1.6.7—Communicate scientific procedures and explanations. (604.01.g)~~

Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors

~~No objectives at this grade level.~~

Goal 1.8: Understand Technical Communication

Objective(s): By the end of Grade 5, the student will be able to:

~~5.S.1.8.1—Read and follow technical instructions. (613.02.a)~~

Standard 2: Physical Science

~~Students explain the difference between an element, a mixture, and a compound.~~

Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions

Objective(s): By the end of Grade 5, the student will be able to:

~~5.S.2.1.1—Describe the differences among elements, compounds, and mixtures. (605.01.a)~~

~~5.S.2.1.2—Compare the physical differences among solids, liquids, and gases. (605.01.c)~~

~~5.S.2.1.3—Explain the nature of physical change and how it relates to physical properties. (605.01.d)~~

Goal 2.2: Understand Concepts of Motion and Forces

~~No objectives at this grade level.~~

Goal 2.3: Understand the Total Energy in the Universe is Constant

~~No objectives at this grade level.~~

Goal 2.4: Understand the Structure of Atoms

~~No objectives at this grade level.~~

Goal 2.5: Understand Chemical Reactions

~~No objectives at this grade level.~~

Standard 3: Biology

~~Students explain the differences between plant and animal cells. Students understand that plants convert energy. Students know that traits are passed from parents to offspring.~~

Goal 3.1: Understand the Theory of Biological Evolution

~~No objectives at this grade level.~~

Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems

Objective(s): By the end of Grade 5, the student will be able to:

~~5.S.3.2.1—Communicate how plants convert energy from the sun through photosynthesis. (608.01.a)~~

Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things

Objective(s): By the end of Grade 5, the student will be able to:

~~5.S.3.3.1—Compare and contrast the structural differences between plant and animal cells. (606.01.b)~~

~~5.S.3.3.2—Explain the concept that traits are passed from parents to offspring. (606.01.c)~~

Standard 4: Earth and Space Systems

~~Students describe the dynamic changes that occur on Earth.~~

Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems

Objective(s): By the end of Grade 5, the student will be able to:

~~5.S.4.1.1—Describe the interactions among the solid earth, oceans and atmosphere (erosion, climate, tectonics and continental drift). (609.01.a)~~

Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System

Objective(s): By the end of Grade 5, the student will be able to:

~~5.S.4.2.1—Explain the rock cycle and identify the three classifications of rocks. (609.02.a)~~

Standard 5: Personal and Social Perspectives; Technology

~~Students use the scientific method to identify environmental issues.~~

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

Objective(s): By the end of Grade 5, the student will be able to:

~~5.S.5.1.1—Identify issues for environmental studies. (611.01.a)~~

Goal 5.2: Understand the Relationship between Science and Technology

Objective(s): By the end of Grade 5, the student will be able to:

~~5.S.5.2.1—Describe how science and technology are part of a student's life. (610.01.a)~~

~~5.S.5.2.2—List examples of science and technology. (610.01.b)~~

Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them

Objective(s): By the end of Grade 5, the student will be able to:

~~5.S.5.3.1—Identify the differences between renewable and nonrenewable resources. (611.03.a)~~

**IDAHO CONTENT STANDARDS
GRADE 6
SCIENCE**

~~Students are expected to know content and apply skills from previous grades.~~

Standard 1: Nature of Science

~~Students gather evidence to differentiate between predictions, observations, and inferences. Students read, give, and execute technical instructions.~~

~~Goal 1.1: Understand Systems, Order, and Organization~~

~~Objective(s): By the end of Grade 6, the student will be able to:~~

~~6.S.1.1.1—Analyze different systems. (618.01.a)~~

~~Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation~~

~~Objective(s): By the end of Grade 6, the student will be able to:~~

~~6.S.1.2.1—Explain how observations and data are used as evidence on which to base scientific explanations and predictions. (618.02.a)~~

~~6.S.1.2.2—Use observations to make inferences. (618.02.b)~~

~~6.S.1.2.3—Use models to explain or demonstrate a concept. (618.02.c)~~

~~Goal 1.3: Understand Constancy, Change, and Measurement~~

~~Objective(s): By the end of Grade 6, the student will be able to:~~

~~6.S.1.3.1—Analyze changes that occur in and among systems. (618.03.b)~~

~~6.S.1.3.2—Measure in both U.S. Customary and International System of Measurement (metric system) units with an emphasis on the metric system. (618.03.c)~~

~~Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State~~

~~No objectives at this grade level.~~

~~Goal 1.5: Understand Concepts of Form and Function~~

~~Objective(s): By the end of Grade 6, the student will be able to:~~

~~6.S.1.5.1—Analyze how the shape or form of an object or system is frequently related to its use and/or function. (618.05.a)~~

~~Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills~~

~~Objective(s): By the end of Grade 6, the student will be able to:~~

~~6.S.1.6.1—Write and analyze questions that can be answered by conducting scientific experiments. (619.02.a)~~

~~6.S.1.6.2—Conduct scientific investigations using a control and variables. Repeat same experiment using alternate variables. (619.02.b)~~

~~6.S.1.6.3—Select and use appropriate tools and techniques to gather and display data. (619.02.c)~~

~~6.S.1.6.4—Use evidence to analyze data in order to develop descriptions, explanations, predictions, and models. (619.2.d)~~

~~6.S.1.6.5—Test a hypothesis based on observations. (619.02.e)~~

~~6.S.1.6.6—Communicate scientific procedures and explanations. (619.02.g)~~

Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors

~~No objectives at this grade level.~~

Goal 1.8: Understand Technical Communication

Objective(s): By the end of Grade 6, the student will be able to:

~~6.S.1.8.1—Read, give, and execute technical instructions. (628.01a)~~

Standard 2: Physical Science

~~Students compare and contrast elements, compounds and mixtures. Students explore the effects of force and energy on objects.~~

Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions

Objective(s): By the end of Grade 6, the student will be able to:

~~6.S.2.1.1—Compare and contrast the differences among elements, compounds and mixtures. (620.01.a)~~

~~6.S.2.1.2—Define the properties of matter. (620.01.b)~~

~~6.S.2.1.3—Compare densities of equal volumes of a solid, a liquid, or a gas. (619.01.c)~~

~~6.S.2.1.4—Describe the effect of temperature on density. (620.01.c)~~

~~6.S.2.1.5—Explain the nature of physical change and how it relates to physical properties (the distance between molecules as water changes from ice to liquid water, and to water vapor). (620.01.d)~~

Goal 2.2: Understand Concepts of Motion and Forces

Objective(s): By the end of Grade 6, the student will be able to:

~~6.S.2.2.1—Describe the effects of different forces (gravity and friction) on the movement, speed, and direction of an object. (620.03.d)~~

Goal 2.3: Understand the Total Energy in the Universe is Constant

~~No objectives at this grade level.~~

Goal 2.4: Understand the Structure of Atoms

~~No objectives at this grade level.~~

Goal 2.5: Understand Chemical Reactions

~~No objectives at this grade level.~~

Standard 3: Biology

~~Students understand the building blocks of organisms.~~

Goal 3.1: Understand the Theory of Biological Evolution

~~No objectives at this grade level.~~

Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems

No objectives at this grade level.

Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things

Objective(s): By the end of Grade 6, the student will be able to:

- 6.S.3.3.1—Identify the different structural levels of which an organism is comprised (cells, tissues, organs, organ systems, and organisms). (621.01.a)
- 6.S.3.3.2—Analyze the structural differences between plant and animal cells. (621.01.b)
- 6.S.3.3.3—Describe how traits are passed from parents to offspring. (621.01.c)

Standard 4: Earth and Space Systems

Students understand and explain the relationship among the systems on Earth, such as solid earth, oceans, atmosphere, and organisms.

Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems

Objective(s): By the end of Grade 6, the student will be able to:

- 6.S.4.1.1—Explain the interactions among the solid earth, oceans, atmosphere, and organisms. (624.01.a)
- 6.S.4.1.2—Explain the water cycle and its relationship to weather and climate. (624.01.b)
- 6.S.4.1.3—Identify cumulus, cirrus, and stratus clouds and how they relate to weather changes. (624.01.c)

Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System

No objectives at this grade level.

Standard 5: Personal and Social Perspectives; Technology

Students identify issues for environmental studies and understand the difference between renewable and nonrenewable resources.

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

Objective(s): By the end of Grade 6, the student will be able to:

- 6.S.5.1.1—Identify issues for environmental studies. (626.01.a)

Goal 5.2: Understand the Relationship between Science and Technology

Objective(s): By the end of Grade 6, the student will be able to:

- 6.S.5.2.1—Describe how science and technology are part of our society. (625.01.a)
- 6.S.5.2.2—Describe how science and technology are interrelated. (625.01.b)

Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them

Objective(s): By the end of Grade 6, the student will be able to:

- 6.S.5.3.1—Explain the difference between renewable and nonrenewable resources. (626.03.a)
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**IDAHO CONTENT STANDARDS
GRADE 7
SCIENCE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

~~Students carry out investigations over time using appropriate tools and equipment. Students make inferences based upon data they collect. Students accurately communicate the results of their investigations and observations. Students support or revise their conclusions by critically analyzing alternate explanations. Students carry out investigations following written lab procedures. Students follow safety protocols in carrying out investigations.~~

Goal 1.1: Understand Systems, Order, and Organization

Objective(s): By the end of Grade 7 the student will be able to:

- ~~7.S.1.1.1—Define small systems as a part of a whole system. (633.01.a)~~
- ~~7.S.1.1.2—Determine how small systems contribute to the function of the whole. (633.01.a)~~
- ~~7.S.1.1.3—Identify the different structural levels of an organism (cells, tissues, organs, and organ systems). (633.01.b)~~

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of Grade 7, the student will be able to:

- ~~7.S.1.2.1—Describe how observations and data are evidence on which to base scientific explanations and predictions. (633.02.a)~~
- ~~7.S.1.2.2—Use observations to make defensible inferences. (633.02.b)~~
- ~~7.S.1.2.3—Use models to explain or demonstrate a concept. (633.02.c)~~

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of Grade 7, the student will be able to:

- ~~7.S.1.3.1—Identify concepts of science that have been stable over time. (633.03.a)~~
- ~~7.S.1.3.2—Recognize changes that occur within systems. (633.03.b)~~
- ~~7.S.1.3.3—Make metric measurements using appropriate tools. (633.03.c)~~

Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State

~~Reference to objective 7.S.3.2.1~~

Goal 1.5: Understand Concepts of Form and Function

~~No objectives at this grade level.~~

Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of Grade 7, the student will be able to:

- 7.S.1.6.1—Identify controls and variables used in scientific investigations. (634.01.b)
- 7.S.1.6.2—Use appropriate tools and techniques to gather and display data. (634.01c)
- 7.S.1.6.3—Evaluate data in order to form conclusions. (634.01.d)
- 7.S.1.6.4—Use evidence and critical thinking to accept or reject a hypothesis. (634.01.e)
- 7.S.1.6.5—Evaluate alternative explanations or predictions. (634.01.f)
- 7.S.1.6.6—Communicate and defend scientific procedures and explanations. (634.01.g)

Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors

No objectives at this grade level.

Goal 1.8: Understand Technical Communication

Objective(s): By the end of Grade 7, the student will be able to:

- 7.S.1.8.1—Read and evaluate technical instructions. (643.02.a)

Standard 2: Physical Science

No goals or objectives at this grade level.

Standard 3: Biology

Students state the levels of cellular organization and list cell parts and their respective functions. Students explain how traits are passed from one generation to another. Students differentiate between plant and animals cells by identifying the characteristic parts of each. Students explain how organisms are adapted to their environment and interact with the biotic and abiotic components of the environment.

Goal 3.1: Understand the Theory of Biological Evolution

Objective(s): By the end of Grade 7, the student will be able to:

- 7.S.3.1.1—Describe how natural selection explains species change over time. (637.01.a)

Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems

Objective(s): By the end of Grade 7, the student will be able to:

- 7.S.3.2.1—Describe how energy stored in food is primarily derived from the sun through photosynthesis. (638.01.a)
- 7.S.3.2.2—Describe how the availability of resources (matter and energy) limits the distribution and abundance of organisms. (638.01.b)
- 7.S.3.2.3—Illustrate how atoms and molecules cycle among the living and nonliving components of the biosphere. (638.01.c)
- 7.S.3.2.4—Identify how energy flows through ecosystems in one direction, from photosynthetic organisms to herbivores, carnivore, and decomposers. (638.01.d)

Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things

Objective(s): By the end of Grade 7, the student will be able to:

- 7.S.3.3.1—Explain the relationships among specialized cells, tissues, organs, organ systems, and organisms. (636.01.a)
- 7.S.3.3.2—Identify the parts of specialized plant and animal cells. (636.01.b)

- ~~7.S.3.3.3—Identify the functions of cell structures. (636.01.b)~~
- ~~7.S.3.3.4—Describe cell functions that involve chemical reactions. (630.01.c)~~
- ~~7.S.3.3.5—Describe how dominant and recessive traits are inherited. (636.01.e)~~

Standard 4: Earth and Space Systems

No goals or objectives at this grade level.

Standard 5: Personal and Social Perspectives; Technology

~~Students understand that science and technology interact and impact both individuals and society.~~

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

No objectives at this grade level.

Goal 5.2: Understand the Relationship between Science and Technology

Objective(s): By the end of Grade 7, the student will be able to:

- ~~7.S.5.2.1—Explain how science and technology are interrelated. (640.01.a)~~
- ~~7.S.5.2.2—Explain how science advances technology. (640.01.b)~~

Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them

Objective(s): By the end of Grade 7, the student will be able to:

- ~~7.S.5.3.1—Identify alternative sources of energy. (641.03.a)~~
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**IDAHO CONTENT STANDARDS
GRADE 8-9
PHYSICAL SCIENCE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

~~Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.~~

Goal 1.1: Understand Systems, Order, and Organization

Objective(s): By the end of Physical Science, the student will be able to:

- ~~8-9.PS.1.1.1—Explain the scientific meaning of system, order, and organization. (648.01a)~~
- ~~8-9.PS.1.1.2—Apply the concepts of order and organization to a given system. (648.01a)~~

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of Physical Science, the student will be able to:

- ~~8-9.PS.1.2.1—Use observations and data as evidence on which to base scientific explanations. (648.02a)~~
- ~~8-9.PS.1.2.2—Develop models to explain concepts or systems. (648.02b)~~
- ~~8-9.PS.1.2.3—Develop scientific explanations based on knowledge, logic, and analysis. (648.02c)~~

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of Physical Science, the student will be able to:

- ~~8-9.PS.1.3.1—Measure changes that can occur in and among systems. (648.03b)~~
- ~~8-9.PS.1.3.2—Analyze changes that can occur in and among systems. (648.03b)~~
- ~~8-9.PS.1.3.3—Measure and calculate using the metric system. (648.03c)~~

Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State

No objectives in Physical Science.

Goal 1.5: Understand Concepts of Form and Function

No objectives in Physical Science.

Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of Physical Science, the student will be able to:

- ~~8-9.PS.1.6.1—Identify questions and concepts that guide scientific investigations. (649.01a)~~
- ~~8-9.PS.1.6.2—Utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)~~
- ~~8-9.PS.1.6.3—Use appropriate technology and mathematics to make investigations. (649.01c)~~
- ~~8-9.PS.1.6.4—Formulate scientific explanations and models using logic and evidence. (649.01d)~~
- ~~8-9.PS.1.6.5—Analyze alternative explanations and models. (649.01e)~~

- ~~8-9.PS.1.6.6—Communicate and defend a scientific argument. (649.01f)~~
~~8-9.PS.1.6.7—Explain the differences among observations, hypotheses, and theories. (649.01g)~~

Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors

~~No objectives in Physical Science.~~

Goal 1.8: Understand Technical Communication

Objective(s): By the end of Physical Science, the student will be able to:

- ~~8-9.PS.1.8.1—Analyze technical writing, graphs, charts, and diagrams. (658.02a)~~

Standard 2: Physical Science

~~Students explain the structure and properties of atoms, including isotopes. Students explain how chemical reactions, while requiring or releasing energy, can neither destroy nor create energy or matter. Students explain the differences between fission and fusion. Students explain the interactions of force and mass in describing motion using Newton's Laws. Students explain how energy can be transformed from one form to another while the total amount of energy remains constant. Students classify energy as potential and/or kinetic, and as energy contained in a field.~~

Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions

~~No objectives in Physical Science.~~

Goal 2.2: Understand Concepts of Motion and Forces

Objective(s): By the end of Physical Science, the student will be able to:

- ~~8-9.PS.2.2.1—Explain motion using Newton's Laws of Motion. (650.04b)~~

Goal 2.3: Understand the Total Energy in the Universe is Constant

Objective(s): By the end of Physical Science, the student will be able to:

- ~~8-9.PS.2.3.1—Explain that energy can be transformed but cannot be created nor destroyed. (650.05a)~~
~~8-9.PS.2.3.2—Classify energy as potential and/or kinetic and as energy contained in a field. (650.05b)~~

Goal 2.4: Understand the Structure of Atoms

Objective(s): By the end of Physical Science, the student will be able to:

- ~~8-9.PS.2.4.1—Describe the properties, function, and location of protons, neutrons, and electrons. (650.01a)~~
~~8-9.PS.2.4.2—Explain the processes of fission and fusion. (650.01b)~~
~~8-9.PS.2.4.3—Describe the characteristics of isotopes. (650.01c)~~
~~8-9.PS.2.4.4—State the basic electrical properties of matter. (650.01d)~~
~~8-9.PS.2.4.5—Describe the relationships between magnetism and electricity.~~

Goal 2.5: Understand Chemical Reactions

Objective(s): By the end of Physical Science, the student will be able to:

- ~~8-9.PS.2.5.1—Explain how chemical reactions may release or consume energy while the quantity of matter remains constant. (650.03a)~~

Standard 3: Biology

No goals or objectives in Physical Science.

Standard 4: Earth and Space Systems

No goals or objectives in Physical Science.

Standard 5: Personal and Social Perspectives; Technology

Students understand that science and technology interact and impact both society and the environment.

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

No objectives in Physical Science.

Goal 5.2: Understand the Relationship between Science and Technology

Objective(s): By the end of Physical Science, the student will be able to:

~~8-9.PS.5.2.1—Explain how science advances technology. (655.01a)~~

~~8-9.PS.5.2.2—Explain how technology advances science. (655.01a)~~

~~8-9.PS.5.2.3—Explain how science and technology are pursued for different purposes. (656.01b)~~

Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them

No objectives in Physical Science.

**IDAHO CONTENT STANDARDS
GRADE 8-9
EARTH SCIENCE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

~~Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.~~

Goal 1.1: Understand Systems, Order, and Organization

Objective(s): By the end of Earth Science, the student will be able to:

- ~~8-9.ES.1.1.1— Explain the scientific meaning of system, order, and organization. (648.01a)~~
- ~~8-9.ES.1.1.2— Apply the concepts of order and organization to a given system. (648.01a)~~

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of Earth Science, the student will be able to:

- ~~8-9.ES.1.2.1— Use observations and data as evidence on which to base scientific explanations. (648.02a)~~
- ~~8-9.ES.1.2.2— Develop models to explain concepts or systems. (648.02b)~~
- ~~8-9.ES.1.2.3— Develop scientific explanations based on knowledge, logic, and analysis. (648.02c)~~

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of Earth Science, the student will be able to:

- ~~8-9.ES.1.3.1— Measure changes that can occur in and among systems. (648.03b)~~
- ~~8-9.ES.1.3.2— Analyze changes that can occur in and among systems. (648.03b)~~
- ~~8-9.ES.1.3.3— Measure and calculate using the metric system. (648.03c)~~

Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State

~~No objectives in Earth Science.~~

Goal 1.5: Understand Concepts of Form and Function

~~No objectives in Earth Science.~~

Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of Earth Science, the student will:

- ~~8-9.ES.1.6.1— Identify questions and concepts that guide scientific investigations. (649.01a)~~
- ~~8-9.ES.1.6.2— Utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)~~
- ~~8-9.ES.1.6.3— Use appropriate technology and mathematics to make investigations. (649.01c)~~
- ~~8-9.ES.1.6.4— Formulate scientific explanations and models using logic and evidence. (649.01d)~~
- ~~8-9.ES.1.6.5— Analyze alternative explanations and models. (649.01e)~~

~~8-9.ES.1.6.6—Communicate and defend a scientific argument. (649.01f)~~

~~8-9.ES.1.6.7—Explain the differences among observations, hypotheses, and theories. (649.01g)~~

~~Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors~~

~~No objectives in Earth Science.~~

~~Goal 1.8: Understand Technical Communication~~

~~Objective(s): By the end of Earth Science, the student will be able to:~~

~~8-9.ES.1.8.1—Analyze technical writing, graphs, charts, and diagrams. (658.02a)~~

Standard 2: Physical Science

~~No goals or objectives in Earth Science.~~

Standard 3: Biology

~~No goals or objectives in Earth Science.~~

Standard 4: Earth and Space Systems

~~Students describe the current theory explaining the formation of the solar system. Students explain earth processes, events (erosion, uplifting, earthquakes, volcanic eruptions, etc.), and geological time. Students explain Earth's heat sources.~~

~~Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems~~

~~Objective(s): By the end of Earth Science, the student will be able to:~~

~~8-9.ES.4.1.1—Explain the current scientific theory that suggests that the solar system formed from a nebular cloud of dust and gas. (654.01a)~~

~~8-9.ES.4.1.2—Identify methods used to estimate geologic time. (654.01b)~~

~~8-9.ES.4.1.3—Show how interactions among the solid earth, oceans, atmosphere, and organisms have changed the earth system over time. (654.01c)~~

~~Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System~~

~~Objective(s): By the end of Earth Science, the student will be able to:~~

~~8-9.ES.4.2.1—Explain the internal and external energy sources of the earth (654.02a)~~

Standard 5: Personal and Social Perspectives; Technology

~~Students understand that science and technology interact and impact both society and the environment. Students describe issues such as water and air quality, hazardous waste, renewable and nonrenewable resources.~~

~~Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced~~

~~Objective(s): By the end of Earth Science, the student will be able to:~~

~~8-9.ES.5.1.1—Analyze environmental issues such as water and air quality, hazardous waste, and depletion of natural resources. (656.01a)~~

~~Goal 5.2: Understand the Relationship between Science and Technology~~

Objective(s): By the end of Earth Science, the student will be able to:

~~8-9.ES.5.2.1—Explain how science advances technology. (655.01a)~~

~~8-9.ES.5.2.2—Explain how technology advances science. (655.01a)~~

~~8-9.ES.5.2.3—Explain how science and technology are pursued for different purposes. (655.01b)~~

Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them

Objective(s): By the end of Earth Science, the student will be able to:

~~8-9.ES.5.3.1—Describe the difference between renewable and nonrenewable resources. (656.03a)~~

**IDAHO CONTENT STANDARDS
GRADE 9-10
BIOLOGY**

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

~~Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.~~

Goal 1.1: Understand Systems, Order, and Organization

Objective(s): By the end of Biology, the student will be able to:

- ~~9-10.B.1.1.1—Explain the scientific meaning of system, order, and organization. (648.01a)~~
- ~~9-10.B.1.1.2—Apply the concepts of order and organization to a given system. (648.01a)~~

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of Biology, the student will be able to:

- ~~9-10.B.1.2.1—Use observations and data as evidence on which to base scientific explanations. (648.02a)~~
- ~~9-10.B.1.2.2—Develop models to explain concepts or systems. (648.02b)~~
- ~~9-10.B.1.2.3—Develop scientific explanations based on knowledge, logic and analysis. (648.02c)~~

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of Biology, the student will be able to:

- ~~9-10.B.1.3.1—Measure changes that can occur in and among systems. (648.03b)~~
- ~~9-10.B.1.3.2—Analyze changes that can occur in and among systems. (648.03b)~~
- ~~9-10.B.1.3.3—Measure and calculate using the metric system. (648.03c)~~

Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State

Reference to 7.S.3.2.1

Goal 1.5: Understand Concepts of Form and Function

No objectives in Biology.

Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of Biology, the student will be able to:

- ~~9-10.B.1.6.1—Identify questions and concepts that guide scientific investigations. (649.01a)~~
- ~~9-10.B.1.6.2—Utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)~~
- ~~9-10.B.1.6.3—Use appropriate technology and mathematics to make investigations. (649.01c)~~
- ~~9-10.B.1.6.4—Formulate scientific explanations and models using logic and evidence. (649.01d)~~
- ~~9-10.B.1.6.5—Analyze alternative explanations and models. (649.01e)~~

~~9-10.B.1.6.6—Communicate and defend a scientific argument. (649.01f)~~

~~9-10.B.1.6.7—Explain the differences among observations, hypotheses, and theories. (649.01g)~~

Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors

~~No objectives in Biology.~~

Goal 1.8: Understand Technical Communication

Objective(s): By the end of Biology, the student will be able to:

~~9-10.B.1.8.1—Analyze technical writing, graphs, charts, and diagrams. (658.02a)~~

Standard 2: Physical Science

~~No goals or objectives in Biology.~~

Standard 3: Biology

~~Students explain the importance of cells as they relate to the organization and structure of complex organisms, differentiation and specialization during development, and the chemical reactions necessary to sustain life.~~

~~Students describe the functions of cell structures. Students use the theory of evolution to explain diversity of life.~~

Goal 3.1: Understand the Theory of Biological Evolution

Objective(s): By the end of Biology, the student will be able to:

~~9-10.B.3.1.1—Use the theory of evolution to explain how species change over time. (652.01a)~~

~~9-10.B.3.1.2—Explain how evolution is the consequence of interactions among the potential of a species to increase its numbers, genetic variability, a finite supply of resources, and the selection by the environment of those offspring better able to survive and reproduce. (652.01a)~~

Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems

Objective(s): By the end of Biology, the student will be able to:

~~9-10.B.3.2.1—Explain how matter tends toward more disorganized states (entropy). (653.01a)~~

~~9-10.B.3.2.2—Explain how organisms use the continuous input of energy and matter to maintain their chemical and physical organization. (653.01b)~~

~~9-10.B.3.2.3—Show how the energy for life is primarily derived from the sun through photosynthesis. (653.01c)~~

~~9-10.B.3.2.4—Describe cellular respiration and the synthesis of macromolecules. (653.01d)~~

~~9-10.B.3.2.5—Show how matter cycles and energy flows through the different levels of organization of living systems (cells, organs, organisms, communities) and their environment. (653.01h)~~

Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things

Objective(s): By the end of Biology, the student will be able to:

~~9-10.B.3.3.1—Identify the particular structures that underlie the cellular functions. (651.01a)~~

~~9-10.B.3.3.2—Explain cell functions involving chemical reactions. (651.01b)~~

~~9-10.B.3.3.3—Explain how cells use DNA to store and use information for cell functions. (651.01c)~~

~~9-10.B.3.3.4—Explain how selective expression of genes can produce specialized cells from a single cell. (651.01e)~~

Standard 4: Earth and Space Systems

No goals or objectives in Biology.

Standard 5: Personal and Social Perspectives; Technology

~~Students understand that science and technology interact and impact both society and the environment. Students describe issues such as water and air quality, hazardous waste, renewable and nonrenewable resources.~~

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

Objective(s): By the end of Biology, the student will be able to:

- ~~9-10.B.5.1.1—Analyze environmental issues such as water and air quality, hazardous waste, forest health, and agricultural production. (656.01a)~~

Goal 5.2: Understand the Relationship between Science and Technology

Objective(s): By the end of Biology, the student will be able to:

- ~~9-10.B.5.2.1—Explain how science advances technology. (655.01a)~~
- ~~9-10.B.5.2.2—Explain how technology advances science. (655.01a)~~
- ~~9-10.B.5.2.3—Explain how science and technology are pursued for different purposes. (656.01b)~~

Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them

Objective(s): By the end of Biology, the student will be able to:

- ~~9-10.B.5.3.1—Describe the difference between renewable and nonrenewable resources. (656.03a)~~
-

**IDAHO CONTENT STANDARDS
GRADE 11-12
CHEMISTRY**

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.

Goal 1.1: Understand Systems, Order, and Organization

Objective(s): By the end of Chemistry, the student will be able to:

11-12.C.1.1.1—Use the periodic table to predict physical and chemical properties.

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of Chemistry, the student will be able to:

11-12.C.1.2.1—Describe the historical development of the periodic table.

11-12.C.1.2.2—Create and interpret graphs of data.

11-12.C.1.2.3—Explain and interpret the key concepts of the kinetic molecular theory.

11-12.C.1.2.4—Distinguish the common theories defining acids and bases.

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of Chemistry, the student will be able to:

11-12.C.1.3.1—Identify, compare and contrast physical and chemical properties and changes and appropriate computations.

11-12.C.1.3.2—Perform computations using scientific notation, the metric system and dimensional analysis.

11-12.C.1.3.3—Compute measurement uncertainty to include precision, accuracy and the rules for significant digits.

11-12.C.1.3.4—Perform calculations related to the conversion of grams to moles to particles, atoms, molecules and volume.

11-12.C.1.3.5—Analyze and solve reaction stoichiometry problems.

11-12.C.1.3.6—Express concentrations of solutions in various ways including molarity.

11-12.C.1.3.7—Interpret how the presence of solute particles affect the properties of a solution and be able to do calculations involving colligative properties.

11-12.C.1.3.8—Analyze quantitative relationships involved in acid/base chemistry including pH.

Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State

No objectives in Chemistry.

Goal 1.5: Understand Concepts of Form and Function

No objectives in Chemistry.

Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of Chemistry, the student will be able to:

- ~~11-12.C.1.6.1—Demonstrate an understanding of the scientific method.~~
- ~~11-12.C.1.6.2—Select and use appropriate scientific equipment, materials and techniques.~~

Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors

Objective(s): By the end of Chemistry, the student will be able to:

- ~~11-12.C.1.7.1—Explain how a series of historically related and documented experiments led to the current model and structure of the atom.~~

Goal 1.8: Understand Technical Communication

Objective(s): By the end of Chemistry, the student will be able to:

- ~~11-12.C.1.8.1—Correctly write symbols, formulas and names for common elements, ions and compounds.~~
- ~~11-12.C.1.8.2—Communicate scientific investigations and information clearly.~~

Standard 2: Physical Science

~~Students explain the structure and properties of atoms, including isotopes. Students explain how chemical reactions, while requiring or releasing energy, can neither destroy nor create energy or matter. Students explain the differences between fission and fusion. Students explain the interactions of force and mass in describing motion using Newton's Laws. Students explain how energy can be transformed from one form to another while the total amount of energy remains constant. Students classify energy as potential and/or kinetic, and as energy contained in a field.~~

Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions

Objective(s): By the end of Chemistry, the student will be able to:

- ~~11-12.C.2.1.1—Explain and understand how electrons are involved in the formation of chemical bonds using the octet rule and Lewis dot diagrams.~~
- ~~11-12.C.2.1.2—Predict the polarity of chemical bonds using electronegativity.~~
- ~~11-12.C.2.1.3—Predict physical properties of compounds based upon the attractive forces between atoms and molecules.~~
- ~~11-12.C.2.1.4—Distinguish and classify all matter into appropriate categories.~~
- ~~11-12.C.2.1.5—Explain the relationship and reactions of acids, bases, and salts.~~
- ~~11-12.C.2.1.6—Explain the role of dissociation and ionization in producing strong, weak, and nonelectrolytes.~~

Goal 2.2: Understand Concepts of Motion and Forces

Objective(s): By the end of Chemistry, the student will be able to:

- ~~11-12.C.2.2.1—Describe the Kinetic Molecular Theory as it applies to phases of matter.~~

Goal 2.3: Understand the Total Energy in the Universe is Constant

Objective(s): By the end of Chemistry, the student will be able to:

- ~~11-12.C.2.3.1—Explain and calculate the changes in heat energy that occur during chemical reactions and phase changes.~~
- ~~11-12.C.2.3.2—Demonstrate the conservation of matter by balancing chemical equations.~~
- ~~11-12.C.2.3.3—Differentiate between exothermic and endothermic chemical reactions during chemical or physical changes.~~

Goal 2.4: Understand the Structure of Atoms

Objective(s): By the end of Chemistry, the student will be able to:

- ~~11-12.C.2.4.1—Interpret the classic historical experiments that were used to identify the components of an atom and its structure.~~
- ~~11-12.C.2.4.2—Deduce the number of protons, neutrons and electrons for an atom or ion.~~
- ~~11-12.C.2.4.3—Describe the relationship between the structure of atoms and light absorption and emission.~~
- ~~11-12.C.2.4.4—Determine and illustrate electron arrangements of elements using electron configurations and orbital energy diagrams.~~

Goal 2.5: Understand Chemical Reactions

Objective(s): By the end of Chemistry, the student will be able to:

- ~~11-12.C.2.5.1—Illustrate the Law of Conservation of Mass and the Law of Definite Proportions.~~
- ~~11-12.C.2.5.2—Classify, write and balance chemical equations for common types of chemical reactions and predict the products.~~
- ~~11-12.C.2.5.3—Describe the factors that influence the rates of chemical reactions.~~

Standard 3: Biology

~~No goals or objectives in Chemistry.~~

Standard 4: Earth and Space Systems

~~No goals or objectives in Chemistry.~~

Standard 5: Personal and Social Perspectives; Technology

~~Students understand that science and technology interact and impact both society and the environment.~~

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

Objective(s): By the end of Chemistry, the student will be able to:

- ~~11-12.C.5.1.1—Demonstrate the ability to work safely and effectively in a chemistry laboratory.~~

Goal 5.2: Understand the Relationship between Science and Technology

Objective(s): By the end of Chemistry, the student will be able to:

- ~~11-12.C.5.2.1—Assess the role of chemistry in enabling technological advances.~~

Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them

Objective(s): By the end of Chemistry, the student will be able to:

- ~~11-12.C.5.3.1—Evaluate the role of chemistry in energy and environmental issues.~~



Idaho State Science Standards

Draft Edit

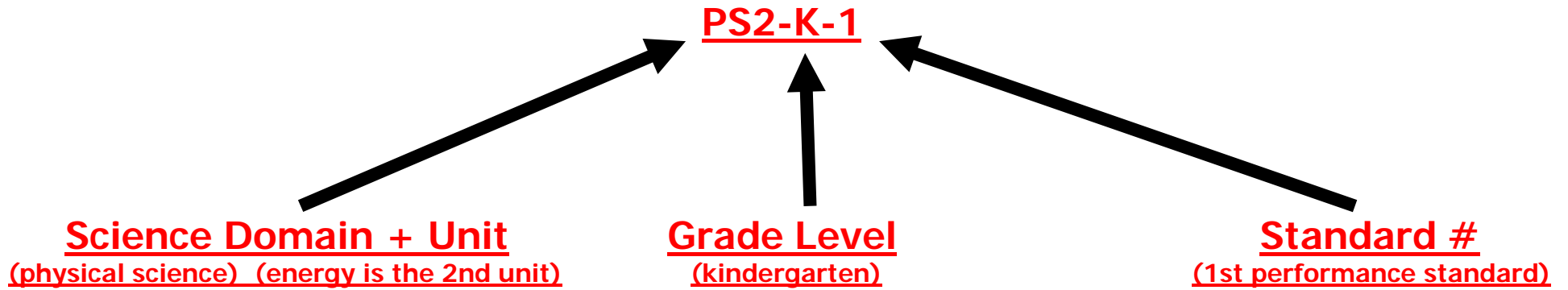
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Introduction

The Idaho State Science Standards are essential for developing the science literacy of Idaho students, as it is vital that our students understand the fundamental laws and practices within scientific disciplines. This document provides stakeholders with a set of rigorous and relevant science performance standards that prepare students to be informed, contributing citizens of the 21st century world. The unifying goal is for Idaho students to practice and perform science and use their working knowledge of science to successfully function in a complex world.

Using this Document



<p><u>Category Headings</u></p> <p><u>PS - Performance Standard</u></p> <p><u>SC - Supporting Content</u></p>	<p><u>Other Abbreviations</u></p> <p><u>ETS - Engineering and Technology Standard</u></p> <p><u>K - Kindergarten</u></p> <p><u>MS - Middle School</u></p> <p><u>HS - High School</u></p>
<p><u>Science Domains</u></p> <p><u>LS - Life Science</u></p> <p><u>PS - Physical Science</u></p> <p><u>PSC - Physical Science Chemistry</u></p> <p><u>PSP - Physical Science Physics</u></p> <p><u>ESS - Earth and Space Science</u></p>	

Elementary School (Kindergarten)

PS: Physical Sciences

PS1-K Motion and Stability: Forces and Interactions

Performance Standards

Students who demonstrate understanding can:

PS1-K-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

- Further Explanation: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.
- Content Limit: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.

PS1-K-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

- Further Explanation: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.
- Content Limit: Assessment does not include friction as a mechanism for change in speed.

Supporting Content

PS2.A: Forces and Motion

- Pushes and pulls can have different strengths and directions. (PS1-K-1, PS1-K-2)
- Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (PS1-K-1, PS1-K-2)

PS2.B: Types of Interactions

- When objects touch or collide, they push on one another and can change motion. (PS1-K-1)

PS3.C: Relationship Between Energy and Forces

- A bigger push or pull makes things speed up or slow down more quickly. (PS1-K-1)

ETS1.A: Defining Engineering Problems

- A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. (PS1-K-2)

PS2-K Energy

Performance Standards

Students who demonstrate understanding can:

PS2-K-1. Make observations to determine the effect of sunlight on Earth's surface.

- Further Explanation: Examples of Earth's surface could include sand, soil, rocks, and water.
- Content Limit: Assessment of temperature is limited to relative measures such as warmer/cooler.

PS2-K-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

- Further Explanation: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.

Supporting Content

PS3.B: Conservation of Energy and Energy Transfer

- Sunlight warms Earth's surface. (PS2-K-1, PS2-K-2)

LS: Life Sciences

LS1-K Molecules to Organisms: Structure and Processes

Performance Standards

Students who demonstrate understanding can:

LS1-K-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

- Further Explanation: Examples of patterns could include that animals need to take in food but plants produce their own; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.

LS1-K-2. Use classification supported by evidence to differentiate between living and non-living items.

- Further Explanation: Use chart or Venn diagram to sort objects or pictures into living and not-living items.

Supporting Content

LS1.C: Organization for Matter and Energy Flow in Organisms

- All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (LS1-K-1)
- Living and non-living things have distinct characteristics. (LS1-K-2)

ESS: Earth and Space Sciences

ESS1-K Earth's Systems

Performance Standards

Students who demonstrate understanding can:

ESS1-K-1. Use and share observations of local weather conditions to describe patterns over time, which includes the 4 seasons.

- Further Explanation: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.
- Content Limit: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.

ESS1-K-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

- Further Explanation: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.

Supporting Content

ESS2.D: Weather and Climate

- Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (ESS1-K-1)
- The four seasons occur in a specific order due to their weather patterns. (ESS1-K-1)

ESS2.E: Biogeology

- Plants and animals can change their environment. (ESS1-K-2)

ESS3.C: Human Impacts on Earth Systems

- Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (ESS1-K-2)

ESS2-K Earth and Human Activity

Performance Standards

Students who demonstrate understanding can:

ESS2-K-1. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

- Further Explanation: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.

ESS2-K-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

- Further Explanation: Emphasis is on local forms of severe weather.

ESS2-K-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

- Further Explanation: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.

Supporting Content

ESS3.A: Natural Resources

- Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (ESS2-K-1)

ESS3.B: Natural Hazards

- Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (ESS2-K-2)

ESS3.C: Human Impacts on Earth Systems

- Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (ESS2-K-3)

ETS1.A: Defining and Delimiting an Engineering Problem

- Asking questions, making observations, and gathering information are helpful in thinking about problems. (ESS2-K-2)

ETS1.B: Developing Possible Solutions

- Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (ESS2-K-3)

Elementary School (1st Grade)

PS: Physical Sciences

PS1-1 Waves

Performance Standards

Students who demonstrate understanding can:

PS1-1-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

- Further Explanation: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.

PS1-1-2. Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.

- Further Explanation: Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light.

PS1-1-3. Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.

- Further Explanation: Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror).
- Content Limit: Assessment does not include the speed of light.

PS1-1-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

- Further Explanation: Examples of devices could include a light source to send signals, paper cup and string “telephones,” and a pattern of drum beats.
- Content Limit: Assessment does not include technological details for how communication devices work.

Supporting Content

PS4.A: Wave Properties

- Sound can make matter vibrate, and vibrating matter can make sound. (PS1-1-1)

PS4.B: Electromagnetic Radiation (light)

- Objects can be seen if light is available to illuminate them or if they give off their own light. (PS1-1-2)
- Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam. (Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.) (PS1-1-3)

PS4.C: Information Technologies and Instrumentation

- People also use a variety of devices to communicate (send and receive information) over long distances. (PS1-1-4)

LS: Life Sciences

LS1-1 Molecules to Organisms: Structure and Processes

Performance Standards

Students who demonstrate understanding can:

LS1-1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

- Further Explanation: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.

LS1-1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

- Further Explanation: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).

LS1-1-3. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

- Further Explanation: Changes organisms go through during their life form a pattern.
- Content Limit: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.

Supporting Content

LS1.A: Structure and Function

- All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (LS1-1-1)

LS1.B: Growth and Development of Organisms

- Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (LS1-1-2)
- Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (LS1-1-3)

LS1.D: Information Processing

- Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (LS1-1-1)

LS2-1 Heredity: Inheritance and Variation of Traits

Performance Standards

Students who demonstrate understanding can:

LS2-1-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

- Further Explanation: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.
- Content Limit: Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.

Supporting Content

LS3.A: Inheritance of Traits

- Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents. (LS2-1-1)

LS3.B: Variation of Traits

- Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (LS2-1-1)

ESS: Earth and Space Sciences

ESS1-1 Earth's Place in the Universe

Performance Standards

Students who demonstrate understanding can:

ESS1-1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.

- Further Explanation: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.
- Content Limit: Assessment of star patterns is limited to stars being seen at night and not during the day.

ESS1-1-2. Make observations at different times of year to relate the amount of daylight to the time of year.

- Further Explanation: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.
- Content Limit: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.

Supporting Content

ESS1.A: The Universe and its Stars

- Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (ESS1-1-1)

ESS1.B: Earth and the Solar System

- Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (ESS1-1-2)
- Seasons are created by weather patterns for a particular region and time. Local patterns create 4 distinct seasons. (ESS1-1-2)

Elementary School (2nd Grade)

PS: Physical Sciences

PS1-2 Matter and Its Interactions

Performance Standards

Students who demonstrate understanding can:

PS1-2-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

- Further Explanation: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.

PS1-2-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.

- Further Explanation: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.
- Content Limit: Assessment of quantitative measurements is limited to length.

PS1-2-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.

- Further Explanation: Examples of pieces could include blocks, building bricks, or other assorted small objects.

PS1-2-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

- Further Explanation: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper.

Supporting Content

PS1.A: Structure and Properties of Matter

- Different kinds of matter exist and many of them can be solid, liquid, or gas depending on temperature. Matter can be described and classified by its observable properties. (PS1-2-1)
- Different properties are suited to different purposes. (PS1-2-2), (PS1-2-3)
- A great variety of objects can be built up from a small set of pieces. (PS1-2-3)

PS1.B: Chemical Reactions

- Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. (PS1-2-4)

LS: Life Sciences

LS1-2 Ecosystems: Interactions, Energy, and Dynamics

Performance Standards

Students who demonstrate understanding can:

LS1-2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.

- Content Limit: Assessment is limited to testing one variable at a time.

LS1-2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

Supporting Content

LS2.A: Interdependent Relationships in Ecosystems

- Plants depend on water and light to grow. (LS1-2-1)
- Plants depend on animals for pollination or to move their seeds around. (LS1-2-2)

ETS1.B: Developing Possible Solutions

- Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (LS1-2-2)

LS2-2 Biological Adaptation: Unity and Diversity

Performance Standards

Students who demonstrate understanding can:

LS2-2-1. Make observations of plants and animals to compare the diversity of life in different habitats.

- Further Explanation: Emphasis is on the diversity of living things in each of a variety of different habitats.
- Content Limit: Assessment does not include specific animal and plant names in specific habitats.

Supporting Content

LS4.D: Biodiversity and Humans

- There are many different kinds of living things in any area, and they exist in different places on land and in water. (LS2-2-1)

ESS: Earth and Space Sciences

ESS1-2 Earth's Place in the Universe

Performance Standards

Students who demonstrate understanding can:

ESS1-2-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

- Further Explanation: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.
- Content Limit: Assessment does not include quantitative measurements of timescales.

Supporting Content

ESS1.C: The History of Planet Earth

- Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (ESS1-2-1)

ESS2-2 Earth's Systems

Performance Standards

Students who demonstrate understanding can:

ESS2-2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

- Further Explanation: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.

ESS2-2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.

- Content Limit: Assessment does not include quantitative scaling in models.

ESS2-2-3. Obtain information to identify where water is found on Earth and that it can be solid, liquid or gas.

Supporting Content

ESS2.A: Earth Materials and Systems

- Wind and water can change the shape of the land. (ESS2-2-1)

ESS2.B: Plate Tectonics and Large-Scale System Interactions

- Maps show where things are located. One can map the shapes and kinds of land and water in any area. (ESS2-2-2)

ESS2.C: The Roles of Water in Earth's Surface Processes

- Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form. (ESS2-2-3)

ETS1.C: Optimizing the Design Solution

- Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (ESS2-2-1)

Elementary School (3rd Grade)

PS: Physical Sciences

PS1-3 Motion and Stability: Forces and Interactions

Performance Standards

Students who demonstrate understanding can:

PS1-3-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

- Further Explanation: Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from both sides will not produce any motion at all.
- Content Limit: Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.

PS1-3-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

- Further Explanation: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.
- Content Limit: Assessment does not include technical terms such as period and frequency.

PS1-3-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

- Further Explanation: Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.
- Content Limit: Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.

PS1-3-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.

- Further Explanation: Examples of problems could include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other.

Supporting Content

PS2.A: Forces and Motion

- Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative additions of forces are used at this level.) (PS1-3-1)
- Force applied to an object can alter the position and motion of that object: revolve, rotate, float, sink, fall and at rest. (PS1-3-2)
- The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.) (PS1-3-2)

PS2.B: Types of Interactions

LS: Life Sciences

LS1-3 Ecosystems: Interactions, Energy, and Dynamics

Performance Standards

Students who demonstrate understanding can:

LS1-3-1. Construct an argument that some animals form groups that help members survive

Supporting Content

LS2.D: Social Interactions and Group Behavior

- Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size. (LS1-3-1)

LS2-3 Heredity: Inheritance and Variation of Traits

Performance Standards

Students who demonstrate understanding can:

LS2-3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

- Further Explanation: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.
- Content Limit: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.

LS2-3-2. Use evidence to support the explanation that traits can be influenced by the environment.

- Further Explanation: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight.

Supporting Content

LS3.A: Inheritance of Traits

- Many characteristics of organisms are inherited from their parents. (LS2-3-1)
- Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment. (LS2-3-2)

LS3.B: Variation of Traits

- Different organisms vary in how they look and function because they have different inherited information. (LS2-3-1)
- The environment also affects the traits that an organism develops. (LS2-3-2)

ESS: Earth and Space Sciences

ESS1-3 Earth's Systems

Performance Standards

Students who demonstrate understanding can:

ESS1-3-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

- Further Explanation: Examples of data could include average temperature, precipitation, and wind direction.
- Content Limit: Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.

ESS1-3-2. Obtain and combine information to describe climates in different regions of the world.

Supporting Content

ESS2.D: Weather and Climate

- Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. (ESS1-3-1)
- Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years. (ESS1-3-2)

ESS2-3 Earth and Human Activity

Performance Standards

Students who demonstrate understanding can:

ESS2-3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

- Further Explanation: Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods.

Supporting Content

ESS3.B: Natural Hazards

- A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (ESS2-3-1)

Elementary School (4th Grade)

PS: Physical Sciences

PS1-4 Energy

Performance Standards

Students who demonstrate understanding can:

PS1-4-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.

- Content Limit: Assessment does not include quantitative measures of changes in the speed of an object or on any precise or quantitative definition of energy.

PS1-4-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

- Content Limit: Assessment does not include quantitative measurements of energy.

PS1-4-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.

- Further Explanation: Emphasis is on the change in the energy due to the change in speed, not on the forces, as objects interact.
- Content Limit: Assessment does not include quantitative measurements of energy.

PS1-4-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

- Further Explanation: Examples of devices could include electric circuits that convert electrical energy into motion energy of a vehicle, light, or sound; and, a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to design the device.
- Content Limit: Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or produce light or sound.

Supporting Content

PS3.A: Definitions of Energy

- The faster a given object is moving, the more energy it possesses. (PS1-4-1)
- Energy can be moved from place to place by moving objects or through sound, light, or electric currents. (PS1-4-2, PS1-4-3)

PS3.B: Conservation of Energy and Energy Transfer

- Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced. (PS1-4-2, PS1-4-3)
- Light also transfers energy from place to place. (PS1-4-2)
- Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy. (PS1-4-2, PS1-4-4)

PS3.C: Relationship Between Energy and Forces

- When objects collide, the contact forces transfer energy so as to change the objects' motions. (PS1-4-3)

PS3.D: Energy in Chemical Processes and Everyday Life

- The expression "produce energy" typically refers to the conversion of stored energy into a desired form for practical use. (PS1-4-4)

ETS1.A: Defining Engineering Problems

- Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (PS1-4-4)

PS2-4 Waves

Performance Standards

Students who demonstrate understanding can:

PS2-4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

- Further Explanation: Examples of models could include diagrams, analogies, and physical models using wire to illustrate wavelength and amplitude of waves.
- Content Limit: Assessment does not include interference effects, electromagnetic waves, non-periodic waves, or quantitative models of amplitude and wavelength.

PS2-4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

- Content Limit: Assessment does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision, or how the retina works.

PS2-4-3. Generate and compare multiple solutions that use patterns to transfer information.

- Further Explanation: Examples of solutions could include drums sending coded information through sound waves, using a grid of 1's and 0's representing black and white to send information about a picture, and using Morse code to send text.

Supporting Content

PS4.A: Wave Properties

- Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach. (PS2-4-1)
- Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks). (PS2-4-1)

PS4.B: Electromagnetic Radiation

- An object can be seen when light reflected from its surface enters the eyes. (PS2-4-2)

PS4.C: Information Technologies and Instrumentation

- Digitized information can be transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa. (PS2-4-3)

ETS1.C: Optimizing The Design Solution

- Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (PS2-4-3)

LS: Life Sciences

LS1-4 Molecules to Organisms: Structure and Processes

Performance Standards

Students who demonstrate understanding can:

LS1-4-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

- Further Explanation: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.
- Content Limit: Assessment is limited to macroscopic structures within plant and animal systems.

LS1-4-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

- Further Explanation: Emphasis is on systems of information transfer.
- Content Limit: Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.

Supporting Content

LS1.A: Structure and Function

- Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (LS1-4-1)
- Animals have various body systems with specific functions for sustaining life: skeletal, circulatory, respiratory, muscular, digestive, etc. (LS1-4-1).

LS1.D: Information Processing

- Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions. (LS1-4-2)

LS2-4 Ecosystems: Interactions, Energy, and Dynamics

Performance Standards

Students who demonstrate understanding can:

LS2-4-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

- Further Explanation: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.
- Content Limit: Assessment does not include molecular explanations.

Supporting Content

LS2.A: Interdependent Relationships in Ecosystems

- The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as "decomposers." Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem. (LS2-4-1)

LS2.B: Cycles of Matter and Energy Transfer in Ecosystems

- Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment. (LS2-4-1)

ESS: Earth and Space Sciences

ESS1-4 Earth's Place in the Universe

Performance Standards

Students who demonstrate understanding can:

ESS1-4-1. Identify evidence from patterns in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time.

- Further Explanation: Examples of evidence from patterns could include rock layers with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time; and, a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.
- Content Limit: Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.

Supporting Content

ESS1.C: The History of Planet Earth

- Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed. (ESS1-4-1)
- There are three classifications of rocks produced within the rock cycle: sedimentary, metamorphic, and igneous. (ESS1-4-1).

ESS2-4 Earth's Systems

Performance Standards

Students who demonstrate understanding can:

ESS2-4-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

- Further Explanation: Examples of variables to test could include angle of slope in the downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing of water, cycles of heating and cooling, and volume of water flow.
- Content Limit: Assessment is limited to a single form of weathering or erosion.

ESS2-4-2. Analyze and interpret data from maps to describe patterns of Earth's features.

- Further Explanation: Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.

Supporting Content

ESS2.A: Earth Materials and Systems

- Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around. (ESS2-4-1)

ESS2.B: Plate Tectonics and Large-Scale System Interactions

- The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth. (ESS2-4-2)

ESS2.E: Biogeology

- Living things affect the physical characteristics of their regions. (ESS2-4-1)

ESS3-4 Earth and Human Activity

Performance Standards

Students who demonstrate understanding can:

ESS3-4-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

- Further Explanation: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and atomic energy. Examples of environmental effects could include negative biological impacts of wind turbines, erosion due to deforestation, loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.

ESS3-4-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

- Further Explanation: Examples of solutions could include designing an earthquake resistant building and improving monitoring of volcanic activity.
- Content Limit: Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions.

Supporting Content

ESS3.A: Natural Resources

- Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (ESS3-4-1)

ESS3.B: Natural Hazards

- A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts. (ESS3-4-2)

ETS1.B: Designing Solutions to Engineering Problems

- Testing a solution involves investigating how well it performs under a range of likely conditions. (ESS3-4-2)

Elementary School (5th Grade)

PS: Physical Sciences

PS1-5 Matter and Its Interactions

Performance Standards

Students who demonstrate understanding can:

PS1-5-1. Develop a model to describe that matter is made of particles too small to be seen.

- Further Explanation: Examples of evidence supporting a model could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.
- Content Limit: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.

PS1-5-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

- Further Explanation: Examples of reactions or changes could include phase changes, dissolving, and mixing that form new substances.
- Content Limit: Assessment does not include distinguishing mass and weight.

PS1-5-3. Make observations and measurements to identify materials based on their properties.

- Further Explanation: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.
- Content Limit: Assessment does not include density or distinguishing mass and weight.

PS1-5-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

Supporting Content

PS1.A: Structure and Properties of Matter

- Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects. (PS1-5-1)
- The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish. (PS1-5-2)
- Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.) (PS1-5-3)

PS1.B: Chemical Reactions

- When two or more different substances are mixed, a new substance with different properties may be formed. (PS1-5-4)
- No matter what reaction or change in properties occurs, the total weight of the substances does not change. (Boundary: Mass and weight are not distinguished at this grade level.) (PS1-5-2)

PS2-5 Motion and Stability: Forces and Interactions

Performance Standards

Students who demonstrate understanding can:

PS2-5-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.

- Further Explanation: "Down" is a local description of the direction that points toward the center of the spherical Earth.
- Content Limit: Assessment does not include mathematical representation of gravitational force.

Supporting Content

PS2.B: Types of Interactions

- The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center. (PS2-5-1)

PS3-5 Energy

Performance Standards

Students who demonstrate understanding can:

PS3-5-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

- Further Explanation: Examples of models could include diagrams, and flow charts.

Supporting Content

PS3.D: Energy in Chemical Processes and Everyday Life

- The energy released from food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water). (PS3-5-1)

LS1.C: Organization for Matter and Energy Flow in Organisms

- Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. (PS3-5-1)

LS: Life Sciences

LS1-5 Molecules to Organisms: Structure and Processes

Performance Standards

Students who demonstrate understanding can:

LS1-5-1. Support an argument that plants get the materials they need for growth chiefly from air and water.

- Further Explanation: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.

Supporting Content

LS1.C: Organization for Matter and Energy Flow in Organisms

- Plants acquire their material for growth chiefly from air and water. (LS1-5-1)

LS2-5 Biological Adaptation: Unity and Diversity

Performance Standards

Students who demonstrate understanding can:

LS2-5-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

- Further Explanation: Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms.
- Content Limit: Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.

LS2-5-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

- Further Explanation: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.

LS2-5-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

- Further Explanation: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.

LS2-5-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

- Further Explanation: Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms.
- Content Limit: Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.

Supporting Content

LS2.C: Ecosystem Dynamics, Functioning, and Resilience

- When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (LS2-5-4)

LS4.A: Evidence of Common Ancestry and Diversity

- Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (LS2-5-1)
- Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (LS2-5-1)

LS4.B: Natural Selection

- Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing. (LS2-5-2)

LS4.C: Adaptation

- For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (LS2-5-3)

LS4.D: Biodiversity and Humans

- Populations of animals are classified by their characteristics. (LS2-5-2)
- Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (LS2-5-4)

ESS: Earth and Space Sciences

ESS1-5 Earth's Place in the Universe

Performance Standards

Students who demonstrate understanding can:

ESS1-5-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth.

- Content Limit: Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, or stage).

ESS1-5-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

- Further Explanation: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months.
- Content Limit: Assessment does not include causes of seasons.

Supporting Content

ESS1.A: The Universe and its Stars

- The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth. (ESS1-5-1)

ESS1.B: Earth and the Solar System

- The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year. (ESS1-5-2)

ESS2-5 Earth's Systems

Performance Standards

Students who demonstrate understanding can:

ESS2-5-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

- Further Explanation: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.
- Content Limit: Assessment is limited to the interactions of two systems at a time.

ESS2-5-2. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

- Content Limit: Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.

Supporting Content

ESS2.A: Earth Materials and Systems

- Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather. (ESS2-5-1)

ESS2.C: The Roles of Water in Earth's Surface Processes

- Nearly all of Earth's available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere. (ESS2-5-2)

ESS3-5 Earth and Human Activity

Performance Standards

Students who demonstrate understanding can:

ESS3-5-1. Support Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Supporting Content

ESS3.C: Human Impacts on Earth Systems

- Human activities in agriculture, industry, and everyday life have effects on the land, vegetation, streams, ocean, air, and even outer space. Individuals and communities are doing things to help protect Earth's resources and environments. (ESS3-5-1)

Middle School (6-8)

PS: Physical Sciences

PS1-MS Matter and Its Interactions

Performance Standards

Students who demonstrate understanding can:

PS1-MS-1. Develop models to describe the atomic composition of simple molecules and extended structures.

- Further Explanation: Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular-level models could include drawings, 3D ball and stick structures, or computer representations showing different molecules with different types of atoms.
- Content Limit: Assessment does not include valence electrons and bonding energy, discussing the ionic nature of subunits of complex structures, or a complete depiction of all individual atoms in a complex molecule or extended structure.

PS1-MS-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.

- Further Explanation: Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with hydrogen chloride.
- Content Limit: Assessment is limited to analysis of the following properties: density, melting point, boiling point, solubility, flammability, and odor.

PS1-MS-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

- Further Explanation: Emphasis is on natural resources that undergo a chemical process to form the synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels.
- Content Limit: Assessment is limited to qualitative information.

PS1-MS-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

- Further Explanation: Emphasis is on qualitative molecular-level models of solids, liquids, and gases to show that adding or removing thermal energy increases or decreases kinetic energy of the particles until a change of state occurs. Examples of models could include drawings and diagrams. Examples of particles could include molecules or inert atoms. Examples of pure substances could include water, carbon dioxide, and helium.

PS1-MS-5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.

- Further Explanation: Emphasis is on law of conservation of matter and on physical models or drawings, including digital forms, that represent atoms.
- Content Limit: Assessment does not include the use of atomic masses, balancing symbolic equations, or intermolecular forces.

PS1-MS-6. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.

- Further Explanation: Emphasis is on the design, controlling the transfer of energy to the environment, and modification of a device using factors such as type and concentration of a substance. Examples of designs could involve chemical reactions such as dissolving ammonium chloride or calcium chloride.
- Content Limit: Assessment is limited to the criteria of amount, time, and temperature of substance in testing the device.

Supporting Content

PS1.A Structure and Properties of Matter

- Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms. (PS1-MS-1)
- Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. (PS1-MS-2, PS1-MS-3)
- Gases and liquids are made of molecules or inert atoms that are moving about relative to each other. (PS1-MS-4)
- In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations. (PS1-MS-4)
- Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.g., crystals). (PS1-MS-1)
- The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter. (PS1-MS-4)

PS1.B Chemical Reactions

- Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. (PS1-MS-1, PS1-MS-3, PS1-MS-5)
- The total number of each type of atom is conserved, and thus the mass does not change. (PS1-MS-5)
- Some chemical reactions release energy, others store energy. (PS1-MS-6)

PS3A: Definitions of Energy

- The term "heat" as used in everyday language refers both to thermal energy (the motion of atoms or molecules within a substance) and the transfer of that thermal energy from one object to another. In science, heat is used only for this second meaning; it refers to the energy transferred due to the temperature difference between two objects. (PS1-MS-4)
- The temperature of a system is proportional to the average internal kinetic energy and potential energy per atom or molecule (whichever is the appropriate building block for the system's material). The details of that relationship depend on the type of atom or molecule and the interactions among the atoms in the material. Temperature is not a direct measure of a system's total thermal energy. The total thermal energy (sometimes called total internal energy) of a system depends jointly on the temperature, the total number of atoms in the system, and the state of the material. (PS1-MS-6)

ETS1.B Developing Possible Solutions

- A solution needs to be tested, and then modified on the basis of the test results in order to improve it. (PS1-MS-6)
- The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution. (PS1-MS-6)

PS2-MS Motion and Stability: Forces and Interactions

Performance Standards

Students who demonstrate understanding can:

PS2-MS-1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.

- Further Explanation: Examples of practical problems could include the impact of collisions between two cars, between a car and stationary objects, and between a meteor and a space vehicle.
- Content Limit: Assessment is limited to vertical or horizontal interactions in one dimension.

PS2-MS-2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.

- Further Explanation: Emphasis is on balanced (Newton's First Law) and unbalanced forces in a system, qualitative comparisons of forces, mass and changes in motion (Newton's Second Law), frame of reference, and specification of units.
- Content Limit: Assessment is limited to forces and changes in motion in one-dimension in an inertial reference frame and to change in one variable at a time. Assessment does not include the use of trigonometry.

PS2-MS-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.

- Further Explanation: Examples of devices that use electric and magnetic forces could include electromagnets, electric motors, or generators. Examples of data could include the effect of the number of turns of wire on the strength of an electromagnet, or the effect of increasing the number or strength of magnets on the speed of an electric motor.
- Content Limit: Assessment about questions that require quantitative answers is limited to proportional reasoning and algebraic thinking.

PS2-MS-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.

- Further Explanation: Examples of evidence for arguments could include data generated from simulations or digital tools; and charts displaying mass, strength of interaction, distance from the Sun, and orbital periods of objects within the solar system.
- Content Limit: Assessment does not include Newton's Law of Gravitation or Kepler's Laws.

PS2-MS-5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

- Further Explanation: Examples of this phenomenon could include the interactions of magnets, electrically-charged strips of tape, and electrically-charged pith balls. Examples of investigations could include first-hand experiences or simulations.
- Content Limit: Assessment is limited to electric and magnetic fields, and limited to qualitative evidence for the existence of fields.

Supporting Content

PS2.A: Forces and Motion

- For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton's third law). (PS2-MS-1)
- The motion of an object is determined by the sum of the forces acting on it: if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion. (PS2-MS-2)
- All positions of objects and the directions of forces and motions must be described in an arbitrarily chosen reference frame and arbitrarily chosen units of size. In order to share information with other people, these choices must also be shared. (PS2-MS-2)

PS2.B: Types of Interactions

- Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects. (PS2-MS-3)
- Gravitational forces are always attractive. There is a gravitational force between any two masses, but it is very small except when one or both of the objects have large mass—e.g., Earth and the sun. (PS2-MS-4)
- Forces that act at a distance (electric, magnetic, and gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, or a ball, respectively). (PS2-MS-5)

PS3-MS Energy

Performance Standards

Students who demonstrate understanding can:

PS3-MS-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.

- Further Explanation: Emphasis is on descriptive relationships between kinetic energy and mass separately from kinetic energy and speed. Examples could include riding a bicycle at different speeds, rolling different sizes of rocks downhill, and getting hit by a wiffle ball versus a tennis ball.

PS3-MS-2. Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.

- Further Explanation: Emphasis is on relative amounts of potential energy, not on calculations of potential energy. Examples of objects within systems interacting at varying distances could include: the Earth and either a roller coaster cart at varying positions on a hill or objects at varying heights on shelves, changing the direction/orientation of a magnet, and a balloon with static electrical charge being brought closer to a classmate's hair. Examples of models could include representations, diagrams, pictures, and written descriptions of systems.
- Content Limit: Assessment is limited to two objects and electric, magnetic, and gravitational interactions.

PS3-MS-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.

- Further Explanation: Examples of devices could include an insulated box, a solar cooker, and a Styrofoam cup.
- Content Limit: Assessment does not include calculating the total amount of thermal energy transferred.

PS3-MS-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.

- Further Explanation: Examples of experiments could include comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different masses when a specific amount of energy is added.
- Content Limit: Assessment does not include calculating the total amount of thermal energy transferred.

PS3-MS-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

- Further Explanation: Examples of empirical evidence used in arguments could include an inventory or other representation of the energy before and after the transfer in the form of temperature changes or motion of object.
- Content Limit: Assessment does not include calculations of energy.

PS3.A: Definitions of Energy

- Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed. (PS3-MS-1)
- A system of objects may also contain stored (potential) energy, depending on their relative positions. (PS3-MS-2)
- Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present. (PS3-MS-3, PS3-MS-4)

PS3.B: Conservation of Energy and Energy Transfer

- When the motion energy of an object changes, there is inevitably some other change in energy at the same time. (PS3-MS-5)
- The amount of energy transfer needed to change the temperature of a matter sample by a given amount depends on the nature of the matter, the size of the sample, and the environment. (PS3-MS-4)
- Energy is spontaneously transferred out of hotter regions or objects and into colder ones. (PS3-MS-3)

PS3.C: Relationship Between Energy and Forces

- When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object. (PS3-MS-2)

ETS1.A: Defining and Delimiting an Engineering Problem

- The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that is likely to limit possible solutions. (PS3-MS-3)

ETS1.B: Developing Possible Solutions

- A solution needs to be tested, and then modified on the basis of the test results in order to improve it. There are systematic processes for evaluating solutions with respect to how well they meet criteria and constraints of a problem. (PS3-MS-3)

PS4-MS Waves

Performance Standards

Students who demonstrate understanding can:

PS4-MS-1. Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.

- Further Explanation: Emphasis is on describing waves with both qualitative and quantitative thinking.
- Content Limit: Assessment does not include electromagnetic waves and is limited to standard repeating waves.

PS4-MS-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

- Further Explanation: Emphasis is on both light and mechanical waves. Examples of models could include drawings, simulations, and written descriptions.
- Content Limit: Assessment is limited to qualitative applications pertaining to light and mechanical waves.

PS4-MS-3. Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.

- Further Explanation: Emphasis is on a basic understanding that waves can be used for communication purposes. Examples could include using fiber optic cable to transmit light pulses, radio wave pulses in WIFI devices, and conversion of stored binary patterns to make sound or text on a computer screen.
- Content Limit: Assessment does not include binary counting. Assessment does not include the specific mechanism of any given device.

Supporting Content

PS4.A: Wave Properties

- A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude. (PS4-MS-1)
- A sound wave needs a medium through which it is transmitted. (PS4-MS-2)

PS4.B: Electromagnetic Radiation

- When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object's material and the frequency (color) of the light. (PS4-MS-2)
- The path that light travels can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends. (PS4-MS-2)
- A wave model of light is useful for explaining brightness, color, and the frequency-dependent bending of light at a surface between media. (PS4-MS-2)
- However, because light can travel through space, it cannot be a matter wave, like sound or water waves. (PS4-MS-2)

PS4.C: Information Technologies and Instrumentation

- Digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information. (PS4-MS-3)

LS: Life Sciences

LS1-MS Molecules to Organisms: Structure and Processes

Performance Standards

Students who demonstrate understanding can:

MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.

- Further Explanation: Emphasis is on developing evidence that living things are made of cells, distinguishing between living and non-living cells, and understanding that living things may be made of one cell or many and varied cells.

MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.

- Further Explanation: Emphasis is on the cell functioning as a whole system and the primary role of identified parts of the cell, specifically the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall. These are visible with a light microscope.
- Content Limit: Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. Assessment of the function of the other organelles is limited to their relationship to the whole cell. Assessment does not include the biochemical function of cells or cell parts.

MS-LS1-3. Use argument supported by evidence for how a living organism is a system of interacting subsystems composed of groups of cells.

- Further Explanation: Emphasis is on the conceptual understanding that cells form tissues and tissues form organs specialized for particular body functions. Examples could include the interaction of subsystems within a system and the normal functioning of those systems.
- Content Limit: Assessment does not include the mechanism of one body system independent of others. Assessment is not focused on human body systems.

MS-LS1-4. Construct a scientific argument based on evidence to defend a claim of life for a specific object or organism.

- Further Explanation: Examples should include both biotic and abiotic items, and should be defended using accepted characteristics of life.
- Content Limit: Assessment does not include viruses, or other disputed examples.

MS-LS1-5. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.

- Further Explanation: Emphasis is on tracing movement of matter and flow of energy.
- Content Limit: Assessment does not include the biochemical mechanisms of photosynthesis.

MS-LS1-6. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.

- Further Explanation: Emphasis is on describing that molecules are broken apart and put back together and that in this process, energy is released. Also understanding that the elements in the products are the same as the elements in the reactants.
- Content Limit: Assessment does not include details of the chemical reactions for photosynthesis or respiration.

Supporting Content

LS1.A: Structure and Function

- All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular). (LS1-MS-1)
- Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell. (LS1-MS-2)
In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. (LS1-MS-3)

LS1.B: Characteristics of Living Things

- Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring. (LS1-MS-4)
- Living things share certain characteristics. (These include response to environment, reproduction, energy use, growth and development, life cycles, made of cells, etc.) (LS1-MS-4)

LS1.C: Organization for Matter and Energy Flow in Organisms

- Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use. (LS1-MS-5)
- Within individual organisms, food moves through a series of chemical reactions (cellular respiration) in which it is broken down and rearranged to form new molecules, to support growth, or to release energy. (LS1-MS-6)

LS2-MS Ecosystems: Interactions, Energy, and Dynamics**Performance Standards**

Students who demonstrate understanding can:

LS2-MS-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

- Further Explanation: Emphasis is on cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.

LS2-MS-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

- Further Explanation: Emphasis is on predicting consistent patterns of interactions in different ecosystems in terms of the relationships among and between organisms and abiotic components of ecosystems. Examples of types of interactions could include competitive, predatory, and mutually beneficial.

LS2-MS-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

- Further Explanation: Emphasis is on describing the conservation of matter and flow of energy into and out of various ecosystems, and on defining the boundaries of the system.
- Content Limit: Assessment does not include the use of chemical reactions to describe the processes.

LS2-MS-4. Develop a model to describe the flow of energy through the trophic levels of an ecosystem.

- Further Explanation: Emphasis is on describing the transfer of mass and energy beginning with producers, moving to primary and secondary consumers, and ending with decomposers.
- Content Limit: Assessment does not include the use of chemical reactions to describe the processes.

LS2-MS-5. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

- Further Explanation: Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.

LS2-MS-6. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

- Further Explanation: Examples of ecosystem services could include water purification, nutrient recycling, and prevention of soil erosion. Examples of design solution constraints could include scientific, economic, and social considerations.

Supporting Content**LS2.A: Interdependent Relationships in Ecosystems**

- Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors. (LS2-MS-1)
- In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction. (LS2-MS-1)
- Growth of organisms and population increases are limited by access to resources. (LS2-MS-1)
- Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared. (LS2-MS-2)

LS2.B: Cycle of Matter and Energy Transfer in Ecosystems

- Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem. Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem. (LS2-MS-3)
- Food webs can be broken down into multiple energy pyramids. Concepts should include the 10% rule of energy and biomass transfer between trophic levels and the environment. (LS2-MS-4)

LS2.C: Ecosystem Dynamics, Functioning, and Resilience

- Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations. (LS2-MS-5)
- Biodiversity describes the variety of species found in Earth's terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health. (LS2-MS-6)

LS4.D: Biodiversity and Humans

- Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on—for example, water purification and recycling. (LS2-MS-6)

ETS1.B: Developing Possible Solutions

- There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (LS2-MS-6)

LS3-MS Heredity: Inheritance and Variation of Traits

Performance Standards

Students who demonstrate understanding can:

LS3-MS-1. Develop and use a model to describe why mutations may result in harmful, beneficial, or neutral effects to the structure and function of the organism.

- Further Explanation: Emphasis is on conceptual understanding that changes in genetic material may result in making different proteins.
- Content Limit: Assessment does not include specific changes at the molecular level, mechanisms for protein synthesis, or specific types of mutations.

LS3-MS-2. Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.

- Further Explanation: Emphasis is on using models such as Punnett squares, diagrams, and simulations to describe the cause and effect relationship of gene transmission from parent(s) to offspring and resulting genetic variation.

Supporting Content

LS1.B: Growth and Development of Organisms

- Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring. (LS3-MS-2)

LS3.A: Inheritance of Traits

- Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits. (LS3-MS-1)
- Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited. (LS3-MS-2)

LS3.B: Variation of Traits

- In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other. (LS3-MS-2)
- In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations. Though rare, mutations may result in changes to the structure and function of proteins. Some changes are beneficial, others harmful, and some neutral to the organism. (LS3-MS-1)

LS4-MS Biological Adaptation: Unity and Diversity

Performance Standards

Students who demonstrate understanding can:

LS4-MS-1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.

- Further Explanation: Emphasis is on finding patterns of changes in the level of complexity of anatomical structures in organisms and the chronological order of fossil appearance in the rock layers.
- Content Limit: Assessment does not include the names of individual species or geological eras in the fossil record.

LS4-MS-2. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer relationships.

- Further Explanation: Emphasis is on explanations of the relationships among organisms in terms of similarity or differences of the gross appearance of anatomical structures.

LS4-MS-3. Analyze displays of pictorial data to compare patterns of similarities in the anatomical structures across multiple species of similar classification levels to identify relationships.

- Further Explanation: Emphasis is on inferring general patterns of relatedness among structures of different organisms by comparing the appearance of diagrams or pictures.
- Content Limit: Assessment of comparisons is limited to gross appearance of anatomical structures within genus and species levels. No memorization of classification levels is required.

LS4-MS-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.

- Further Explanation: Emphasis is on using concepts of natural selection like overproduction of offspring, passage of time, variation in a population, selection of favorable traits, and heritability of traits.

LS4-MS-5. Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

- Further Explanation: Emphasis is on synthesizing information from reliable sources about the influence of humans on genetic outcomes in artificial selection (such as genetic modification, animal husbandry, gene therapy); and, on the impacts these technologies have on society as well as the technologies leading to these scientific discoveries.

LS4-MS-6. Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

- Further Explanation: Emphasis is on using mathematical models, probability statements, and proportional reasoning to support explanations of trends in changes to populations over time. Examples could include Peppered moth population changes before and after the industrial revolution.
- Content Limit: Assessment does not include Hardy Weinberg calculations.

Supporting Content

LS4.A: Classification of Organisms

- The collection of fossils and their placement in chronological order is known as the fossil record and documents the change of many life forms throughout the history of the Earth. Anatomical similarities and differences between various organisms living today and between them and organisms in the fossil record enable the classification of living things. (LS4-MS-1, LS4-MS-2)
- Scientific genus and species level names indicate a degree of relationship. (LS4-MS-3)

LS4.B: Natural Selection

- Natural selection leads to the predominance of certain traits in a population, and the suppression of others. (LS4-MS-4)
- In artificial selection, humans have the capacity to influence certain characteristics of organisms by selective breeding. One can choose desired parental traits determined by genes, which are then passed on to offspring. (LS4-MS-5)

LS4.C: Adaptation

- Adaptation by natural selection acting over generations is one important process by which species change over time in response to changes in environmental conditions. Traits that support successful survival and reproduction in the new environment become more common; those that do not become less common. Thus, the distribution of traits in a population changes. (LS4-MS-6)

ESS: Earth and Space Sciences

ESS1-MS Earth's Place in the Universe

Performance Standards

Students who demonstrate understanding can:

ESS1-MS-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

- Further Explanation: Examples of models can be physical, graphical, or conceptual.

ESS1-MS-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.

- Further Explanation: Emphasis for the model is on gravity as the force that holds together the solar system and Milky Way galaxy and controls orbital motions within them. Examples of models can be physical (such as the analogy of distance along a football field or computer visualizations of elliptical orbits) or conceptual (such as mathematical proportions relative to the size of familiar objects such as students' school or state).
- Content Limit: Assessment does not include Kepler's Laws of orbital motion or the apparent retrograde motion of the planets as viewed from Earth.

ESS1-MS-3. Analyze and interpret data to determine scale properties of objects in the solar system.

- Further Explanation: Emphasis is on the analysis of data from Earth-based instruments, space-based telescopes, and spacecraft to determine similarities and differences among solar system objects. Examples of scale properties include the sizes of an object's layers (such as crust and atmosphere), surface features (such as volcanoes), and orbital radius. Examples of data include statistical information, drawings and photographs, and models.
- Content Limit: Assessment does not include recalling facts about properties of the planets and other solar system bodies.

ESS1-MS-4. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's history.

- Further Explanation: Emphasis is on how analyses of rock formations and the fossils they contain are used to establish relative ages of major events in Earth's history. Examples of Earth's major events could range from being very recent (such as the last Ice Age or the earliest fossils of homo sapiens) to very old (such as the formation of Earth or the earliest evidence of life). Examples can include the formation of mountain chains and ocean basins, the evolution or extinction of particular living organisms, or large volcanic eruptions.
- Content Limit: Assessment does not include recalling the names of specific periods or epochs and events within them.

Supporting Content

ESS1.A: The Universe and Its Stars

- Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models. (ESS1-MS-1)
- Earth and its solar system are part of the Milky Way galaxy, which is one of many galaxies in the universe. (ESS1-MS-2)

ESS1.B: Earth and the Solar System

- The solar system consists of the sun and a collection of objects, including planets, their moons, and asteroids that are held in orbit around the sun by its gravitational pull on them. (ESS1-MS-2, ESS1-MS-3)
- This model of the solar system can explain eclipses of the sun and the moon. Earth's spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year. (ESS1-MS-1)
- The solar system appears to have formed from a disk of dust and gas, drawn together by gravity. (ESS1-MS-2)

ESS1.C: The History of Planet Earth

- The geologic time scale interpreted from rock strata provides a way to organize Earth's history. Analyses of rock strata and the fossil record provide only relative dates, not an absolute scale. (ESS1-MS-4)

ESS2-MS Earth's Systems

Performance Standards

Students who demonstrate understanding can:

ESS2-MS-1. Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.

- Further Explanation: Emphasis is on the processes of melting, crystallization, weathering, deformation, and sedimentation, which act together to form minerals and rocks through the cycling of Earth's materials.
- Content Limit: Assessment does not include the identification and naming of minerals.

ESS2-MS-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.

- Further Explanation: Emphasis is on how processes change Earth's surface at time and spatial scales that can be large (such as slow plate motions or the uplift of large mountain ranges) or small (such as rapid landslides or microscopic geochemical reactions), and how many geoscience processes (such as earthquakes, volcanoes, and meteor impacts) usually behave gradually but are punctuated by catastrophic events. Examples of geoscience processes include surface weathering and deposition by the movements of water, ice, and wind. Emphasis is on geoscience processes that shape local geographic features, where appropriate.

ESS2-MS-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.

- Further Explanation: Examples of data include similarities of rock and fossil types on different continents, the shapes of the continents (including continental shelves), and the locations of ocean structures (such as ridges, fracture zones, and trenches).
- Content Limit: Paleomagnetic anomalies in oceanic and continental crust are not assessed.

ESS2-MS-4. Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.

- Further Explanation: Emphasis is on the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle. Examples of models can be conceptual or physical.
- Content Limit: A quantitative understanding of the latent heats of vaporization and fusion is not assessed.

ESS2-MS-5. Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.

- Further Explanation: Emphasis is on how air masses flow from regions of high pressure to low pressure, causing weather (defined by temperature, pressure, humidity, precipitation, and wind) at a fixed location to change over time, and how sudden changes in weather can result when different air masses collide. Emphasis is on how weather can be predicted within probabilistic ranges. Examples of data can be provided to students (such as weather maps, diagrams, and visualizations) or obtained through laboratory experiments (such as with condensation).
- Content Limit: Assessment does not include recalling the names of cloud types or weather symbols used on weather maps or the reported diagrams from weather stations.

ESS2-MS-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

- Further Explanation: Emphasis is on how patterns vary by latitude, altitude, and geographic land distribution. Emphasis of atmospheric circulation is on the sunlight-driven latitudinal banding, the Coriolis effect, and resulting prevailing winds; emphasis of ocean circulation is on the transfer of heat by the global ocean convection

- cycle, which is constrained by the Coriolis effect and the outlines of continents. Examples of models can be diagrams, maps and globes, or digital representations.
- Content Limit: Assessment does not include the dynamics of the Coriolis effect.

Supporting Content

ESS1.C: The History of Planet Earth

- Tectonic processes continually generate new ocean sea floor at ridges and destroy old sea floor at trenches. (ESS2-MS-3)

ESS2.A: Earth's Materials and Systems

- All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. This energy is derived from the sun and Earth's hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth's materials and living organisms. (ESS2-MS-1)
- The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future. (ESS2-MS-2)

ESS2.B: Plate Tectonics and Large-Scale System Interactions

- Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart. (ESS2-MS-3)

ESS2.C: The Roles of Water in Earth's Surface Processes

- Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land. (ESS2-MS-4)
- The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns. (ESS2-MS-5)
- Global movements of water and its changes in form are propelled by sunlight and gravity. (ESS2-MS-4)
- Variations in density due to variations in temperature and salinity drive a global pattern of interconnected ocean currents. (ESS2-MS-6)
- Water's movements—both on the land and underground—cause weathering and erosion, which change the land's surface features and create underground formations. (ESS2-MS-2)

ESS2.D: Weather and Climate

- Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns. (ESS2-MS-6)
- Because these patterns are so complex, weather can only be predicted using probability. (ESS2-MS-5)
- The ocean exerts a major influence on weather and climate by absorbing energy from the sun, releasing it over time, and globally redistributing it through ocean currents. (ESS2-MS-6)

ESS3-MS Earth and Human Activity

Performance Standards

Students who demonstrate understanding can:

ESS3-MS-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.

- Further Explanation: Emphasis is on how these resources are limited and typically non-renewable, and how their distributions are changing as a result of removal by humans. Examples of uneven distributions of resources as a result of past processes include but are not limited to petroleum (locations of the burial of organic marine sediments and subsequent geologic traps), metal ores (locations of past volcanic and hydrothermal activity associated with subduction zones), and soil (locations of active weathering and/or deposition of rock).

ESS3-MS-2. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

- Further Explanation: Emphasis is on how some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow for reliable predictions, but others, such as earthquakes, occur suddenly and with no notice, and thus are not yet predictable. Examples of natural hazards can be taken from interior processes (such as earthquakes and volcanic eruptions), surface processes (such as mass wasting and tsunamis), or severe weather events (such as hurricanes, tornadoes, and floods). Examples of data can include the locations, magnitudes, and frequencies of the natural hazards. Examples of technologies can be global (such as satellite systems to monitor hurricanes or forest fires) or local (such as building basements in tornado-prone regions or reservoirs to mitigate droughts).

ESS3-MS-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

- Further Explanation: Examples of the design process include examining human environmental impacts, assessing the kinds of solutions that are feasible, and designing and evaluating solutions that could reduce that impact. Examples of human impacts can include water usage (such as the withdrawal of water from streams and aquifers or the construction of dams and levees), land usage (such as urban development, agriculture, or the removal of wetlands), and pollution (such as of the air, water, or land).

ESS3-MS-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

- Further Explanation: Examples of evidence include grade-appropriate databases on human populations and the rates of consumption of food and natural resources (such as freshwater, mineral, and energy). Examples of impacts can include changes to the appearance, composition, and structure of Earth's systems as well as the rates at which they change. The consequences of increases in human populations and consumption of natural resources are described by science, but science does not make the decisions for the actions society takes.

ESS3-MS-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

- Further Explanation: Examples of factors include human activities (such as fossil fuel combustion, cement production, and agricultural activity) and natural processes (such as changes in incoming solar radiation or volcanic activity). Examples of evidence can include tables, graphs, and maps of global and regional temperatures, atmospheric levels of gases such as carbon dioxide and methane, and the rates of human activities. Emphasis is on the major role that human activities play in causing the rise in global temperatures.

ESS3-MS-5. Ask questions to interpret evidence of the factors that cause climate variability over time.

- Further Explanation: Examples of factors include human activities (such as fossil fuel combustion and changes in land use) and natural processes (such as changes in incoming solar radiation and volcanic activity). Examples of evidence can include tables, graphs, and maps of global and regional temperatures, atmospheric levels of gases such as carbon dioxide and methane, and natural resource use.

Supporting Content

ESS3.A: Natural Resources

- Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes. (ESS3-MS-1)

ESS3.B: Natural Hazards

- Mapping the history of natural hazards in a region, combined with an understanding of related geologic forces can help forecast the locations and likelihoods of future events. (ESS3-MS-2)

ESS3.C: Human Impacts on Earth Systems

- Human activities have altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things. (ESS3-MS-3)
- Typically, as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise. (ESS3-MS-3, ESS3-MS-4)
- Human activities (such as the release of greenhouse gases from the burning of fossil fuel combustion) are major factors in the current rise in Earth's mean surface temperature. Other natural activities (such as volcanic activity) are also contributors to changing global temperatures. Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities. (ESS3-MS-5)

ESS3.C: Human Impacts on Earth Systems

- Human activities can have consequences (negative and positive) on the biosphere, sometimes altering natural habitats and causing the extinction of other species. (ESS3-MS-3)
- Technology and engineering can potentially mitigate impacts on Earth's systems as both human populations and per-capita consumption of natural resources increase. (ESS3-MS-3, ESS3-MS-4)
- Mitigating current changes in climate depends on understanding climate science. Current scientific models indicate that human activities, such as the release of greenhouse gases from fossil fuel combustion, are the primary factors in the measured rise in Earth's mean surface temperature. Natural activities, such as changes in incoming solar radiation, also contribute to changing global temperatures. (ESS3-MS-5)

High School (9-12)

LS: Life Sciences (Biology)

LS1-HS Molecules to Organisms: Structure and Processes

Performance Standards

Students who demonstrate understanding can:

LS1-HS-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

- Further Explanation: Emphasis is on the structure of the double helix, the pairing and sequencing of the nitrogenous bases, transcription, translation, and protein synthesis.
- Content Limit: Assessment does not include identification of specific cell or tissue types, whole body systems, specific protein structures and functions, or the biochemistry of protein synthesis.

LS1-HS-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

- Further Explanation: Emphasis is on functions at the organism system level such as nutrient uptake, water delivery, and organism movement in response to neural stimuli. An example of an interacting system could be an artery depending on the proper function of elastic tissue and smooth muscle to regulate and deliver the proper amount of blood within the circulatory system.
- Content Limit: Assessment does not include interactions and functions at the molecular or chemical reaction level.

LS1-HS-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

- Further Explanation: Examples of investigations could include heart rate response to exercise, stomate response to moisture and temperature, and root development in response to water levels.
- Content Limit: Assessment does not include the cellular processes involved in the feedback mechanism.

LS1-HS-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

- Content Limit: Assessment does not include specific gene control mechanisms or rote memorization of the steps of mitosis.

LS1-HS-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

- Further Explanation: Emphasis is on illustrating inputs and outputs of matter and the transfer and transformation of energy in photosynthesis by plants and other photosynthesizing organisms. Examples of models could include diagrams, chemical equations, and conceptual models.
- Content Limit: Assessment does not include specific biochemical steps.

LS1-HS-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

- Further Explanation: Emphasis is on using evidence from models and simulations to support explanations.
- Content Limit: Assessment does not include the details of the specific chemical reactions or identification of macromolecules.

LS1-HS-7. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

- Further Explanation: Emphasis is on the conceptual understanding of the inputs and outputs of the process of cellular respiration.
- Content Limit: Assessment should not include identification of the steps or specific processes involved in cellular respiration.

Supporting Content

LS1.A: Structure and Function

- Systems of specialized cells within organisms help them perform the essential functions of life. (LS1-HS-1)
- All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells. (LS1-HS-1)
- Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level. (LS1-HS-2)
- Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system. (LS1-HS-3)

LS1.B: Growth and Development of Organisms

- In multicellular organisms individual cells grow and then divide via a process called mitosis, thereby allowing the organism to grow. The organism begins as a single cell (fertilized egg) that divides successively to produce many cells, with each parent cell passing identical genetic material (two variants of each chromosome pair) to both daughter cells. Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together to meet the needs of the whole organism. (LS1-HS-4)

LS1.C: Organization for Matter and Energy Flow in Organisms

- The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen. (LS1-HS-5)
- The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells. (LS1-HS-6)
- As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products. (LS1-HS-6, LS1-HS-7)
- As a result of these chemical reactions, energy is transferred from one system of interacting molecules to another. Cellular respiration is a chemical process in which the bonds of food molecules and oxygen molecules are broken and new compounds are formed that can transport energy to cells. Cellular respiration also releases the energy needed to maintain body temperature despite ongoing energy transfer to the surrounding environment. (LS1-HS-7)

LS2-HS Ecosystems: Interactions, Energy, and Dynamics

Performance Standards

Students who demonstrate understanding can:

LS2-HS- 1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

- Further Explanation: Emphasis is on quantitative analysis and comparison of the relationships among interdependent factors including boundaries, resources, climate, and competition. Examples of mathematical comparisons could include graphs, charts, histograms, and population changes gathered from simulations or historical data sets.
- Content Limit: Assessment does not include deriving mathematical equations to make comparisons.

LS2-HS-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

- Further Explanation: Examples of mathematical representations include finding the average, determining trends, and using graphical comparisons of multiple sets of data.
- Content Limit: Assessment is limited to provided data.

LS2-HS-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

- Further Explanation: Emphasis is on conceptual understanding of the role of aerobic and anaerobic respiration in different environments.
- Content Limit: Assessment does not include the specific chemical processes of either aerobic or anaerobic respiration.

LS2-HS-4. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

- Further Explanation: Emphasis is on using a mathematical model of stored energy in biomass to describe the transfer of energy from one trophic level to another and that matter and energy are conserved as matter cycles and energy flows through ecosystems. Emphasis is on atoms and molecules such as carbon, oxygen, hydrogen and nitrogen being conserved as they move through an ecosystem.
- Content Limit: Assessment is limited to proportional reasoning to describe the cycling of matter and flow of energy.

LS2-HS-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

- Further Explanation: Examples of models could include simulations and mathematical models.
- Content Limit: Assessment does not include the specific chemical steps of photosynthesis and respiration.

LS2-HS-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

- Further Explanation: Examples of changes in ecosystem conditions could include modest biological or physical changes, such as a seasonal flood; and extreme changes, such as volcanic eruption or sea level rise.

LS2-HS-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

- Further Explanation: Examples of human activities can include urbanization, building dams, and dissemination of invasive species, utilization of non-renewable resources as opposed to renewable resource.

LS2-HS-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

- Further Explanation: Emphasis is on: (1) distinguishing between group and individual behavior, (2) identifying evidence supporting the outcomes of group behavior, and (3) developing logical and reasonable arguments based on evidence. Examples of group behaviors could include flocking, schooling, herding, and cooperative behaviors such as hunting, migrating, and swarming.

Supporting Content

LS2.A: Interdependent Relationships in Ecosystems

- Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges such as predation, competition, and disease. Organisms would have the capacity to produce populations of great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem. (LS2-HS-1, LS2-HS-2)

LS2.B: Cycles of Matter and Energy Transfer in Ecosystems

- Photosynthesis and cellular respiration (including anaerobic processes) provide most of the energy for life processes. (LS2-HS-3)
- Plants or algae form the lowest level of the food web. At each link upward in a food web, only a small fraction of the matter consumed at the lower level is transferred upward, to produce growth and release energy in cellular respiration at the higher level. Given this inefficiency, there are generally fewer organisms at higher levels of a food web. Some matter reacts to release energy for life functions, some matter is stored in newly made structures, and much is discarded. The chemical elements that make up the molecules of organisms pass through food webs and into and out of the atmosphere and soil, and they are combined and recombined in different ways. At each link in an ecosystem, matter and energy are conserved. (LS2-HS-4)
- Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes. (LS2-HS-5)

LS2.C: Ecosystem Dynamics, Functioning, and Resilience

- A complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively constant over long periods of time under stable conditions. If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original status (i.e., the ecosystem is resilient), as opposed to becoming a very different ecosystem. Extreme fluctuations in conditions or the size of any population, however, can challenge the functioning of ecosystems in terms of resources and habitat availability. (LS2-HS-2, LS2-HS-6)
- Moreover, anthropogenic changes (induced by human activity) in the environment—including habitat destruction, pollution, introduction of invasive species, overexploitation, and climate change—can disrupt an ecosystem and threaten the survival of some species. (LS2-HS-7)

LS2.D: Social Interactions and Group Behavior

- Group behavior has evolved because membership can increase the chances of survival for individuals and their genetic relatives, gene pool. (LS2-HS-8)

LS4.D: Biodiversity and Humans

- Biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction). (LS2-HS-7)
- Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value. (LS2-HS-7, LS4-HS-6.)

LS4.D: Biodiversity and Humans

- Biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction). (LS2-HS-7)
- Sustaining ecosystem health and biodiversity is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational, cultural, or inspirational value. Humans depend on the living world for the resources and other benefits provided by biodiversity. Impacts on biodiversity can be mitigated through actions such as habitat conservation, reclamation practices, wildlife management, and invasive species control. Understanding the effects of population growth, wildfire, pollution, and climate variability on changes in biodiversity could help maintain the integrity of biological systems. (LS2-HS-7, LS4-HS-6.)

LS3-HS Heredity: Inheritance and Variation of Traits

Performance Standards

Students who demonstrate understanding can:

LS3-HS- 1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

- Content Limit: Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.

LS3-HS-2. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

- Further Explanation: Emphasis is on using data to support arguments for the way variation occurs.
- Content Limit: Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.

LS3-HS-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

- Further Explanation: Emphasis is on the use of mathematics to describe the probability of traits (alleles) as it relates to genetic and environmental factors in the expression of traits.
- Content Limit: Assessment does not include Hardy-Weinberg calculations.

Supporting Content

LS1.A: Structure and Function

- All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins. (LS3-HS-1, LS1-HS-1.)

LS3.A: Inheritance of Traits

- Each chromosome consists of a single very long DNA molecule, and each gene on the chromosome is a particular segment of that DNA. The instructions for forming species' characteristics are carried in DNA. All cells in an organism have the same genetic content, but the genes used (expressed) by the cell may be regulated in different ways. Not all DNA codes for a protein: some segments of DNA are involved in regulatory or structural functions, and some have no as-yet known function. (LS3-HS-1)

LS3.B: Variation of Traits

- In sexual reproduction, chromosomes can sometimes swap sections during the process of meiosis (cell division), thereby creating new genetic combinations and thus more genetic variation. Although DNA replication is tightly regulated and remarkably accurate, errors do occur and result in mutations, which are also a source of genetic variation. Environmental factors can also cause mutations in genes, and viable mutations are inherited. (LS3-HS-2)
- Environmental factors also affect expression of traits, and hence affect the probability of occurrences of traits in a population. Thus the variation and distribution of traits observed depends on both genetic and environmental factors. (LS3-HS-2, LS3-HS-3)

LS4-HS Biological Adaptation: Unity and Diversity

Performance Standards

Students who demonstrate understanding can:

LS4-HS- 1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

- Further Explanation: Emphasis is on a conceptual understanding of the role each line of evidence has relating to common ancestry and biological evolution. Examples of evidence could include similarities in DNA sequences, anatomical structures, and order of appearance of structures in embryological development.

LS4-HS-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

- Further Explanation: Emphasis is on using evidence to explain the influence each of the four factors has on number of organisms, behaviors, morphology, or physiology in terms of ability to compete for limited resources and subsequent survival of individuals and adaptation of species. Examples of evidence could include mathematical models such as simple distribution graphs and proportional reasoning.
- Content Limit: Assessment does not include other mechanisms of evolution, such as genetic drift, gene flow through migration, and co-evolution.

LS4-HS-3. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

- Further Explanation: Emphasis is on analyzing shifts in numerical distribution of traits and using these shifts as evidence to support explanations.
- Content Limit: Assessment is limited to basic statistical and graphical analysis. Assessment does not include allele frequency calculations.

LS4-HS-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

- Further Explanation: Emphasis is on using data to provide evidence for how specific biotic and abiotic differences in ecosystems (such as ranges of seasonal temperature, long-term climate change, acidity, light, geographic barriers, or evolution of other organisms) contribute to a change in gene frequency over time, leading to adaptation of populations.

LS4-HS-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

- Further Explanation: Emphasis is on determining cause and effect relationships for how changes to the environment such as deforestation, over fishing, application of fertilizers and pesticides, drought, flood, and the rate of change of the environment affect distribution or disappearance of traits in species.

LS4-HS-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

- Further Explanation: Emphasis is on designing solutions for a proposed problem related to threatened or endangered species, or to genetic variation of organisms for multiple species.

Supporting Content

LS4.A: Evidence of Common Ancestry and Diversity

- Genetic information, like the fossil record, provides evidence of evolution. DNA sequences vary among species, but there are many overlaps: in fact, the ongoing branching that produces multiple lines of descent can be inferred by comparing the DNA sequences of different organisms. Such information is also derivable from the similarities and differences in amino acid sequences and from anatomical and embryological evidence. (LS4-HS-1)

LS4.B: Natural Selection

- Natural selection occurs only if there is both (1) variation in the genetic information between organisms in a population and (2) variation in the expression of that genetic information—that is, trait variation—that leads to differences in performance among individuals. (LS4-HS-2, LS4-HS-3)
- The traits that positively affect survival are more likely to be reproduced, and thus are more common in the population. (LS4-HS-3)

LS4.C: Adaptation

- Evolution is a consequence of the interaction of four factors: (1) the potential for a species to increase in number, (2) the genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for an environment's limited supply of the resources that individuals need in order to survive and reproduce, and (4) the ensuing proliferation of those organisms that are better able to survive and reproduce in that environment. (LS4-HS-2)
- Natural selection leads to adaptation, that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment. That is, the differential survival and reproduction of organisms in a population that have an advantageous heritable trait leads to an increase in the proportion of individuals in future generations that have the trait and to a decrease in the proportion of individuals that do not. (LS4-HS-3, LS4-HS-4)
- Adaptation also means that the distribution of traits in a population can change when conditions change. (LS4-HS-3)
- Changes in the physical environment, whether naturally occurring or human induced, have thus contributed to the expansion of some species, the emergence of new distinct species as populations diverge under different conditions, and the decline—and sometimes the extinction—of some species. (LS4-HS-5, LS4-HS-6)
- Species become extinct because they can no longer survive and reproduce in their altered environment. If members cannot adjust to change that is too fast or drastic, the opportunity for the species' evolution is lost. (LS4-HS-5)

LS4.D: Biodiversity and Humans

- ~~Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value. (LS4-HS-6, LS2-HS-7.)~~

LS4.D: Biodiversity and Humans

- Biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction). (LS2-HS-7)
- Sustaining ecosystem health and biodiversity is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational, cultural, or inspirational value. Humans depend on the living world for the resources and other benefits provided by biodiversity. Impacts on biodiversity can be mitigated through actions such as habitat conservation, reclamation practices, wildlife management, and invasive species control. Understanding the effects of population growth, wildfire, pollution, and climate variability on changes in biodiversity could help maintain the integrity of biological systems. (LS2-HS-7, LS4-HS-6.)

ETS1.B: Developing Possible Solutions

- When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts. (LS4-HS-6)
- Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will meet his or her needs. (LS4-HS-6)

PSC: Physical Sciences (Chemistry)

PSC1-HS Structure and Properties of Matter

Performance Standards

Students who demonstrate understanding can:

PSC1-HS-1. Develop models to describe the atomic composition of simple molecules and extended structures.

- Further Explanation: Emphasis is on reviewing how to develop models of molecules that vary in complexity. This should build on the similar middle school standard (PS1-MS-1). Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular-level models could include drawings, 3D ball and stick structures, or computer representations showing different molecules with different types of atoms.
- Content Limit: Students will be provided with the names of the elements, a list of common ions, a list of numerical prefixes and their meanings, and the charges of all cations and anions within the item as necessary. Confine element symbols to the representative and familiar transition metal elements.

PSC1-HS-2. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

- Further Explanation: Examples of properties that could be predicted from patterns could include reactivity of metals, types of bonds formed, numbers of bonds formed, and reactions with oxygen.
- Content Limit: Elements will be limited to main group elements. Properties assessed will be limited to reactivity, valence electrons, atomic radius, electronegativity, ionization energy (first), shielding effect, and the most common oxidation number.

PSC1-HS-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

- Further Explanation: Emphasis is on understanding the strengths of forces between particles, not on naming specific intermolecular forces (such as dipole-dipole). Examples of particles could include ions, atoms, molecules, and networked materials (such as graphite). Examples of bulk properties of substances could include the melting point and boiling point, vapor pressure, and surface tension.
- Content Limit: Metallic, ionic, and covalent bonds may be included. Graphical representations of melting or boiling points of different substances may be used in the item (e.g., graph of boiling points vs. molar mass or simple bar graph). Structural formulas of compounds may be used to compare the melting/boiling points of compounds

PSC1-HS-4. Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and other types of radioactive decay.

- Further Explanation: Emphasis is on simple qualitative models, such as pictures or diagrams, and on the scale of energy released in nuclear processes relative to other kinds of transformations.
- Content Limit: Assessment does not include quantitative calculation of energy released. Assessment is limited to alpha, beta, and gamma radioactive decays.

PSC1-HS-5. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

- Further Explanation: Emphasis is on the attractive and repulsive forces that determine the functioning of the material. Examples could include why electrically conductive materials are often made of metal, flexible but durable materials are made up of long chained molecules, and pharmaceuticals are designed to interact with specific receptors.
- Content Limit: Assessment is limited to provided molecular structures of specific designed materials. For questions involving polar vs. nonpolar bonds, item distractors containing ionic bonds may not be used. Electronegativity differences of < 0.5 should be used for nonpolar covalent bonds. Electronegativity differences of $0.5 - 1.7$ should be used for polar covalent bonds.

Supporting Content

PS1.A: Structure and Properties of Matter

- Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms. (PSC1-HS-1)
- Each atom has a substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons. (PSC1-HS-2)
- The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states. (PSC1-HS-2)
- The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. (PSC1-HS-3, PSC1-HS-5)

PS1.C: Nuclear Processes

- Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. The total number of neutrons plus protons does not change in any nuclear process. (PSC1-HS-4)

PS2.B: Types of Interactions

- Attraction and repulsion between electric charges at the atomic scale explain the structure, properties (physical and chemical), and transformations of matter, as well as the contact forces between material objects. (PSC1-HS-2, PSC1-HS3, PSC1-HS-5)

PSC2-HS Chemical Reactions

Performance Standards

Students who demonstrate understanding can:

PSC2-HS-1 Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

- Further Explanation: Examples of chemical reactions could include the reaction of sodium and chlorine, of carbon and oxygen, or of carbon and hydrogen.
- Content Limit: Identify types of chemical reactions including: synthesis/formation/combination reactions, decomposition reactions, single replacement/displacement reactions, double replacement/displacement reactions, oxidation-reduction (redox) reactions (single replacement only), acid base reactions, and combustion reactions (for hydrocarbons). Predict the products of double replacement, single replacement, and combustion reactions only. For the second skill statement, do not use acid names or hydrocarbons when translating between words and formulas. Items will include a list of common ions, as needed.

PSC2-HS-2. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.

- Further Explanation: Emphasis is on the idea that a chemical reaction is a system that affects the energy change. Examples of models could include molecular-level drawings and diagrams of reactions, graphs showing the relative energies of reactants and products, and representations showing energy is conserved.
- Content Limit: Assessment does not include calculating the total bond energy changes during a chemical reaction from the bond energies of reactants and products.

PSC2-HS-3. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

- Further Explanation: Emphasis is on student reasoning that focuses on the number and energy of collisions between molecules.
- Content Limit: Factors that influence the rate of reaction may include temperature, surface area, size of particles, concentration, and catalysts. Can also include concentration and titration relationships. Provide a graphic showing how a catalyst provides a different pathway for a chemical reaction to occur resulting in a lower activation energy. May include a titration curve.

PSC2-HS-4. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

- Further Explanation: Emphasis is on using mathematical ideas to communicate the proportional relationships between masses of atoms in the reactants and the products, and the translation of these relationships to the macroscopic scale using the mole as the conversion from the atomic to the macroscopic scale. Emphasis is on assessing students' use of mathematical thinking and not on memorization and rote application of problem-solving techniques. Should also include calculations related to determining the concentration and/or pH of a solution.
- Content Limit: Conversion problems will be one to two steps (e.g., grams to moles to atoms/molecules). Compounds and formulas should be provided in the stem of the question. Students should be given molecular masses in problems involving gram to other unit conversions. Molar mass calculations should not be combined with conversion problems. All volumes must be at standard temperature and pressure (STP). A balanced equation and molar masses should be included in the item. Calculations may include grams/moles/volume of reactant to grams/moles/volume of product.

PSC2-HS-5. Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.

- Further Explanation: Emphasis is on the application of Le Chatelier's Principle and on refining designs of chemical reaction systems, including descriptions of the connection between changes made at the macroscopic level and what happens at the molecular level. Examples of designs could include different ways to increase product formation including adding reactants or removing products.
- Content Limit: Assessment is limited to specifying the change in only one variable at a time. Assessment does not include calculating equilibrium constants and concentrations.

Supporting Content

PS1.A: Structure and Properties of Matter

- The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar physical and chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states. (PSC2-S-1)
- A stable molecule has less energy than the same set of atoms separated; one must provide at least this energy in order to take the molecule apart. (PSC2-HS-2)

PS1.B: Chemical Reactions

- Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of molecules and the rearrangements of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes in kinetic energy. (PSC2-HS-2, PSC2-HS-3)
- In many situations, a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present. (PSC2-HS-5)
- The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions. (PSC2-HS-1, PSC2-HS-4)

ETS1.C: Optimizing the Design Solution

- Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed. (PSC2-HS-5)

PSC3-HS Energy

Performance Standards

Students who demonstrate understanding can:

PSC3-HS-1. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.

- Further Explanation: Emphasis is on how the experimental evidence supports the claim and how a theory is generally modified in light of new evidence. Examples of a phenomenon could include interference, diffraction, and photoelectric effect.
- Content Limit: Assessment does not include using quantum theory.

PSC3-HS-2 Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

- Further Explanation: Emphasis is on explaining the meaning of mathematical expressions used in the model.
- Content Limit: Provide two temperatures (initial and final), a temperature-time graph, or an enthalpy diagram.

PSC3-HS-3. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).

- Further Explanation: Examples of phenomena at the macroscopic scale could include the conversion of kinetic energy to thermal energy. Examples of models could include diagrams, drawings, descriptions, and computer simulations.
- Content Limit: Provide equations for the gas laws (i.e., ideal gas law, Boyle's law, Charles' law, and the combined gas laws).

PSC3-HS-4*. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy. ---OPTIONAL

- Further Explanation: Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include calorimeters, heat and cold packs, solar cells, solar ovens, and electrochemical cells. Examples of constraints could include use of renewable energy forms and efficiency.
- Content Limit: Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.

PSC3-HS-5. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

- Further Explanation: Emphasis is on analyzing data from student investigations and using mathematical thinking to describe the energy changes both quantitatively and conceptually (endothermic/exothermic). Examples of investigations could include mixing liquids at different initial temperatures or adding objects at different temperatures to water.
- Content Limit: For items involving specific heat, provide the equation $Q = mC_p\Delta T$ and specific heats. Include the melting and boiling points of water. Perform calculations for changes that do not involve a change of state. Perform gram to mole and mole to ΔH calculations. Use joules as a unit of measure, as opposed to calories.

Supporting Content

PS4.B: Electromagnetic Radiation

- Electromagnetic radiation (e.g., radio, microwaves, light) can be modeled as a wave of changing electric and magnetic fields or as particles called photons. The wave model is useful for explaining many features of electromagnetic radiation, and the particle model explains other features. (PSC3-HS-1)

PS3.A: Definitions of Energy

- Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms. (PSC3-HS-2, PSC3-HS-3)
- At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. (PSC3-HS-3, PSC3-HS-4)
- These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space. (PSC3-HS-3)

PS3.B: Conservation of Energy and Energy Transfer

- Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system. (PSC3-HS-2)
- Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. (PSC3-HS-2, PSC3-HS-5)
- Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior. (PSC3-HS-2)
- The availability of energy limits what can occur in any system. (PSC3-HS-2)
- Uncontrolled systems always evolve toward more stable states—that is, toward more uniform energy distribution (e.g., water flows downhill, objects hotter than their surrounding environment cool down). (PSC3-HS-5)

PS3.D: Energy in Chemical Processes

- Although energy cannot be destroyed, it can be converted to less useful forms—for example, to thermal energy in the surrounding environment. (PSC3-HS-4, PSC3-HS-5)

Physical Sciences (Physics)

PSP1-HS Motion and Stability: Forces and Interactions

Performance Standards

Students who demonstrate understanding can:

PSP1-HS-1. Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

- Further Explanation: Examples of data could include tables or graphs of position or velocity as a function of time for objects subject to a net unbalanced force, such as a falling object, an object rolling down a ramp, or a moving object being pulled by a constant force.
- Content Limit: Assessment is limited to one-dimensional motion and to macroscopic objects moving at non-relativistic speeds.

PSP1-HS-2. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.

- Further Explanation: Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle (Newton's first law).
- Content Limit: Assessment is limited to systems of two macroscopic bodies moving in one dimension.

PSP1-HS-3. Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.

- Further Explanation: Examples of evaluation and refinement could include determining the success of the device at protecting an object from damage and modifying the design to improve it. Examples of a device could include a football helmet or a parachute.
- Content Limit: Assessment is limited to qualitative evaluations and/or algebraic manipulations.

PSP1-HS-4. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.

- Further Explanation: Emphasis is on both quantitative and conceptual descriptions of gravitational and electric fields.
- Content Limit: Assessment is limited to systems with two objects.

PSP1-HS-5. Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.

- Content Limit: Assessment is limited to designing and conducting investigations with provided materials and tools.

PSP1-HS-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

- Further Explanation: Emphasis is on the attractive and repulsive forces that determine the functioning of the material. Examples could include why electrically conductive materials are often made of metal, flexible but durable materials are made up of long chained molecules, and pharmaceuticals are designed to interact with specific receptors.
- Content Limit: Assessment is limited to provided molecular structures of specific designed materials.

Supporting Content

PS1.A: Structure and Properties of Matter

- The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. (PSP1-HS-6)

PS2.A: Forces and Motion

- Newton's second law accurately predicts changes in the motion of macroscopic objects. (PSP1-HS-1)
- Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object. (PSP1-HS-2)
- If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system. (PSP1-HS-2, PSP1-HS-3)

PS2.B: Types of Interactions

- Newton's law of universal gravitation and Coulomb's law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects. (PSP1-HS-4)
- Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space. Magnets or electric currents cause magnetic fields; electric charges or changing magnetic fields cause electric fields. (PSP1-HS-4, PSP1-HS-5)
- Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects. (PSP1-HS-6, PSC1-HS-1, PSC1-HS-3)

PS3.A: Definitions of Energy

- "Electrical energy" may mean energy stored in a battery or energy transmitted by electric currents. (PSP1-HS-5)

ETS1.A: Defining and Delimiting an Engineering Problem

- Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (PSP1-HS-3)

ETS1.C: Optimizing the Design Solution

- Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed. PSP1-HS-3)

PSP2-HS Energy

Performance Standards

Students who demonstrate understanding can:

PSP2-HS-1 Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

- Further Explanation: Emphasis is on explaining the meaning of mathematical expressions used in the model.
- Content Limit: Assessment is limited to basic algebraic expressions or computations; to systems of two or three components; and to thermal energy, kinetic energy, and/or the energies in gravitational, magnetic, or electric fields.

PSP2-HS-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).

Further Explanation: Examples of phenomena at the macroscopic scale could include the conversion of kinetic energy to thermal energy, the energy stored due to position of an object above the earth, and the energy stored between two electrically-charged plates. Examples of models could include diagrams, drawings, descriptions, and computer simulations.

PSP2-HS-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

- Further Explanation: Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include Rube Goldberg devices, wind turbines, solar cells, solar ovens, and generators. Examples of constraints could include use of renewable energy forms and efficiency.
- Content Limit: Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.

PSP2-HS-4. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

- Further Explanation: Emphasis is on analyzing data from student investigations and using mathematical thinking to describe the energy changes both quantitatively and conceptually. Examples of investigations could include mixing liquids at different initial temperatures or adding objects at different temperatures to water.
- Content Limit: Assessment is limited to investigations based on materials and tools provided to students.

PSP2-HS-5. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

- Further Explanation: Examples of models could include drawings, diagrams, and texts, such as drawings of what happens when two charges of opposite polarity are near each other.
- Content Limit: Assessment is limited to systems containing two objects.

Supporting Content**PS3.A: Definitions of Energy**

- Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms. (PSP2-HS-1, PSP2-HS-2)
- At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. (PSP2-HS-2, PSP2-HS-3)
- These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space. (PSP2-HS-2)

PS3.B: Conservation of Energy and Energy Transfer

- Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system. (PSP2-HS-1)
- Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. (PSP2-HS-1, PSP2-HS-4)
- Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior. (PSP2-HS-1)
- The availability of energy limits what can occur in any system. (PSP2-HS-1)
- Uncontrolled systems always evolve toward more stable states—that is, toward more uniform energy distribution (e.g., water flows downhill, objects hotter than their surrounding environment cool down). (PSP2-HS-4)

PS3.C: Relationship Between Energy and Forces

- When two objects interacting through a field change relative position, the energy stored in the field is changed. (PSP2-HS-5)

PS3.D: Energy in Chemical Processes

- Although energy cannot be destroyed, it can be converted to less useful forms—for example, to thermal energy in the surrounding environment. (PSP2-HS-3, PSP2-HS-4)

ETS1.A: Defining and Delimiting an Engineering Problem

- Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (PSP2-HS-3)

PSP3-HS Waves**Performance Standards**

Students who demonstrate understanding can:

PSP3-HS-1. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.

- Further Explanation: Examples of data could include electromagnetic radiation traveling in a vacuum and glass, sound waves traveling through air and water, and seismic waves traveling through the Earth.
- Content Limit: Assessment is limited to algebraic relationships and describing those relationships qualitatively.

PSP3-HS-2. Evaluate questions about the advantages of using digital transmission and storage of information.

- Further Explanation: Examples of advantages could include that digital information is stable because it can be stored reliably in computer memory, transferred easily, and copied and shared rapidly. Disadvantages could include issues of easy deletion, security, and theft.

PSP3-HS-3. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.

- Further Explanation: Emphasis is on how the experimental evidence supports the claim and how a theory is generally modified in light of new evidence. Examples of a phenomenon could include resonance, interference, diffraction, and photoelectric effect.
- Content Limit: Assessment does not include using quantum theory.

PSP3-HS-4. Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.

- Further Explanation: Emphasis is on the idea that photons associated with different frequencies of light have different energies, and the damage to living tissue from electromagnetic radiation depends on the energy of the radiation. Examples of published materials could include trade books, magazines, web resources, videos, and other passages that may reflect bias.
- Content Limit: Assessment is limited to qualitative descriptions.

PSP3-HS-5. Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

- Further Explanation: Examples could include solar cells capturing light and converting it to electricity; medical imaging; and communications technology.
- Content Limit: Assessments are limited to qualitative information. Assessments do not include band theory.

Supporting Content

PS3.D: Energy in Chemical Processes

- Solar cells are human-made devices that likewise capture the sun's energy and produce electrical energy. (PSP3-HS-5)

PS4.A: Wave Properties

- The wavelength and frequency of a wave are related to one another by the speed of travel of the wave, which depends on the type of wave and the medium through which it is passing. (PSP3-HS-1)
- Information can be digitized (e.g., a picture stored as the values of an array of pixels); in this form, it can be stored reliably in computer memory and sent over long distances as a series of wave pulses. (PSP3-HS-2, PSP3-HS-5)
- [From the 3–5 grade band endpoints] Waves can add or cancel one another as they cross, depending on their relative phase (i.e., relative position of peaks and troughs of the waves), but they emerge unaffected by each other. (Boundary: The discussion at this grade level is qualitative only; it can be based on the fact that two different sounds can pass a location in different directions without getting mixed up.) (PSP3-HS-3)

PS4.B: Electromagnetic Radiation

- Electromagnetic radiation (e.g., radio, microwaves, light) can be modeled as a wave of changing electric and magnetic fields or as particles called photons. The wave model is useful for explaining many features of electromagnetic radiation, and the particle model explains other features. (PSP3-HS-3)
- When light or longer wavelength electromagnetic radiation is absorbed in matter, it is generally converted into thermal energy (heat). Shorter wavelength electromagnetic radiation (ultraviolet, X-rays, gamma rays) can ionize atoms and cause damage to living cells. (PSP3-HS-4)
- Photoelectric materials emit electrons when they absorb light of a high-enough frequency. (PSP3-HS-5)

PS4.C: Information Technologies and Instrumentation

- Multiple technologies based on the understanding of waves and their interactions with matter are part of everyday experiences in the modern world (e.g., medical imaging, communications, scanners) and in scientific research. They are essential tools for producing, transmitting, and capturing signals and for storing and interpreting the information contained in them. (PSP3-HS-5)

ESS: Earth and Space Sciences

ESS1-HS Earth's Place in the Universe

Performance Standards

Students who demonstrate understanding can:

ESS1-HS-1. Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

- Further Explanation: Emphasis is on the energy transfer mechanisms that allow energy from nuclear fusion in the sun's core to reach Earth. Examples of evidence for the model include observations of the masses and lifetimes of other stars, as well as the ways that the sun's radiation varies due to sudden solar flares ("space weather"), the 11-year sunspot cycle, and non-cyclic variations over centuries.
- Content Limit: Assessment does not include details of the atomic and sub-atomic processes involved with the sun's nuclear fusion.

ESS1-HS-2. Construct an explanation of the current model of the origin of the universe based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.

- Further Explanation: Emphasis is on the astronomical evidence of the redshift of light from galaxies as an indication that the universe is currently expanding, the cosmic microwave background as the remnant radiation from the event, and the observed composition of ordinary matter of the universe, primarily found in stars and interstellar gases (from the spectra of electromagnetic radiation from stars), which matches that predicted by the scientific model (3/4 hydrogen and 1/4 helium).

ESS1-HS-3. Communicate scientific ideas about the way stars, over their life cycle, produce elements.

- Further Explanation: Emphasis is on the way nucleosynthesis, and therefore the different elements created, varies as a function of the mass of a star and the stage of its lifetime.
- Content Limit: Details of the many different nucleosynthesis pathways for stars of differing masses are not assessed.

ESS1-HS-4. Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.

- Further Explanation: Emphasis is on Newtonian gravitational law s governing orbital motions, which apply to human-made satellites as well as planets and moons.
- Content Limit: Mathematical representations for the gravitational attraction of bodies and Kepler's Laws of orbital motions should not deal with more than two bodies, nor involve calculus.

ESS1-HS-5. Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.

- Further Explanation: Emphasis is on the ability of plate tectonics to explain the ages of crustal rocks. Examples include evidence of the ages oceanic crust increasing with distance from mid-ocean ridges (a result of plate spreading) and the ages of North American continental crust increasing with distance away from a central ancient core (a result of past plate interactions).

ESS1-HS-6. Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

- Further Explanation: Emphasis is on using available evidence within the solar system to reconstruct the early history of Earth, which formed along with the rest of the solar system. Examples of evidence include the absolute ages of ancient materials (obtained by radiometric dating of meteorites, moon rocks, and Earth's oldest minerals), the sizes and compositions of solar system objects, and the impact cratering record of planetary surfaces.

Supporting Content

ESS1 .A : The Universe and Its Stars

- The star called the sun is changing and will burn out over a lifespan of approximately 10 billion years. (ESS1-HS-1)
- The study of stars' light spectra and brightness is used to identify compositional elements of stars, their movements, and their distances from Earth. (ESS1-HS-2, ESS1-HS-3)
- The Big Bang theory is a current scientific model of the origin of the universe that is supported by evidence such as observations of distant galaxies receding from our own, of the measured composition of stars and non-stellar gases, and of the maps of spectra of the primordial radiation (cosmic microwave background) that still fills the universe. Other than the hydrogen and helium formed at the time of the event, nuclear fusion within stars produces all atomic nuclei lighter than and including iron, and the process releases electromagnetic energy. Heavier elements are produced when certain massive stars achieve a supernova stage and explode. (ESS1-HS-2, ESS1-HS-3)

ESS1 .B: Earth and the Solar System

- Kepler's laws describe common features of the motions of orbiting objects, including their elliptical paths around the sun. Orbits may change due to the gravitational effects from, or collisions with, other objects in the solar system. (ESS1-HS-4)

ESS1 .C: The History of Planet Earth

- Continental rocks are generally much older than the rocks of the ocean floor. (ESS1-HS-5)
- Although active geologic processes, such as plate tectonics and erosion, have destroyed or altered most of the very early rock record on Earth, other objects in the solar system, such as lunar rocks, asteroids, and meteorites, have changed little over billions of years. Studying these objects can provide information about Earth's formation and early history. (ESS1-HS-6)

ESS2 .B: Plate Tectonics and Large-Scale System Interactions

- Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. (ESS1-HS-5)

PS1 .C: Nuclear Processes

- Spontaneous radioactive decay follows a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the ages of rocks and other materials. (ESS1-HS-5, ESS1-HS-6)

PS3 .D: Energy in Chemical Processes and Everyday Life

- Nuclear Fusion processes in the center of the sun release the energy that ultimately reaches Earth as radiation. (ESS1-HS-1)

PS4 .B Electromagnetic Radiation

- Atoms of each element emit and absorb characteristic frequencies of light. These characteristics allow identification of the presence of an element, even in microscopic quantities. (ESS1-HS-2)

ESS2-HS Earth's Systems

Performance Standards

Students who demonstrate understanding can:

ESS2-HS-1. Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

- Further Explanation: Emphasis is on how the appearance of land features (such as mountains, valleys, and plateaus) and sea-floor features (such as trenches, ridges, and seamounts) are a result of both constructive forces (such as volcanism, tectonic uplift, and orogeny) and destructive mechanisms (such as weathering, mass wasting, and coastal erosion).
- Content Limit: Assessment does not include memorization of the details of the formation of specific geographic features of Earth's surface.

ESS2-HS-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

- Further Explanation: Examples should include climate feedbacks, such as how an increase in greenhouse gases causes a rise in global temperatures that melts glacial ice, which reduces the amount of sunlight reflected from Earth's surface, increasing surface temperatures and further reducing the amount of ice. Examples could also be taken from other system interactions, such as how the loss of ground vegetation causes an increase in water runoff and soil erosion; how dammed rivers increase groundwater recharge, decrease sediment transport, and increase coastal erosion; or how the loss of wetlands causes a decrease in local humidity that further reduces the wetland extent.

ESS2-HS-3. Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.

- Further Explanation: Emphasis is on both a one-dimensional model of Earth, with radial layers determined by density, and a three-dimensional model, which is controlled by mantle convection and the resulting plate tectonics. Examples of evidence include maps of Earth's three-dimensional structure obtained from seismic waves, records of the rate of change of Earth's magnetic field (as constraints on convection in the outer core), and identification of the composition of Earth's layers from high-pressure laboratory experiments.

ESS2-HS-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

- Further Explanation: Examples of the causes of climate change differ by timescale, over 1-10 years: large volcanic eruption, ocean circulation; 10-100s of years: changes in human activity, ocean circulation, solar output; 10-100s of thousands of years: changes to Earth's orbit and the orientation of its axis; and 10-100s of millions of years: long-term changes in atmospheric composition.
- Content Limit: Assessment of the results of changes in climate is limited to changes in surface temperatures, precipitation patterns, glacial ice volumes, sea levels, and biosphere distribution.

ESS2-HS-5. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

- Further Explanation: Emphasis is on mechanical and chemical investigations with water and a variety of solid materials to provide the evidence for connections between the hydrologic cycle and system interactions commonly known as the rock cycle. Examples of mechanical investigations include stream transportation and deposition using a stream table, erosion using variations in soil moisture content, or frost wedging by the expansion of water as it freezes. Examples of chemical investigations include chemical weathering and recrystallization (by testing the solubility of different materials) or melt generation (by examining how water lowers the melting temperature of most solids).

ESS2-HS-6. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

- Further Explanation: Emphasis is on modeling biogeochemical cycles that include the cycling of carbon through the ocean, atmosphere, soil, and biosphere (including humans), providing the foundation for living organisms.

ESS2-HS-7. Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

- Further Explanation: Emphasis is on the dynamic causes, effects, and feedbacks between the biosphere and Earth's other systems, whereby geoscience factors control the evolution of life, which in turn continuously alters Earth's surface. Examples of include how photosynthetic life altered the atmosphere through the production of oxygen, which in turn increased weathering rates and allowed for the evolution of animal life; how microbial life on land increased the formation of soil, which in turn allowed for the evolution of land plants; or how the evolution of corals created reefs that altered patterns of erosion and deposition along coastlines and provided habitats for the evolution of new life forms.
- Content Limit: Assessment does not include a comprehensive understanding of the mechanisms of how the biosphere interacts with all of Earth's other systems.

Supporting Content

ESS2.A: Earth Materials and Systems

- Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes. (ESS2-HS-1, ESS2-HS-2)
- Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth's surface and its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a hot but solid inner core, a liquid outer core, a solid mantle and crust. Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth's interior and gravitational movement of denser materials toward the interior. (ESS2-HS-3)
- The geological record shows that changes to global and regional climate can be caused by interactions among changes in the sun's energy output or Earth's orbit, tectonic events, ocean circulation, volcanic activity, glaciers, vegetation, and human activities. These changes can occur on a variety of time scales from sudden (e.g., volcanic ash clouds) to intermediate (ice ages) to very long-term tectonic cycles. (ESS2-HS-4)

ESS2.B: Plate Tectonics and Large-Scale System Interactions

- The radioactive decay of unstable isotopes continually generates new energy within Earth's crust and mantle, providing the primary source of the heat that drives mantle convection. Plate tectonics can be viewed as the surface expression of mantle convection. (ESS2-HS-3)
- Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust. (ESS2-HS- 1)

ESS2.C: The Roles of Water in Earth's Surface Processes

- The abundance of liquid water on Earth's surface and its unique combination of physical and chemical properties are central to the planet's dynamics. These properties include water's exceptional capacity to absorb, store, and release large amounts of energy, transmit sunlight, expand upon freezing, dissolve and transport materials, and lower the viscosities and melting points of rocks. (ESS2-HS-5)

ESS2.D: Weather and Climate

- The foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space. (ESS2-HS-2, ESS2-HS-4)
- Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen. (ESS2-HS-6, ESS2-HS-7)
- Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate. (ESS2-HS-6, ESS2-HS-4)

ESS2.E: Biogeology

- The many dynamic and delicate feedbacks between the biosphere and other Earth systems cause a continual co-evolution of Earth's surface and the life that exists on it. (ESS2-HS-7)

PS4.A: Wave Properties

- Geologists use seismic waves and their reflection at interfaces between layers to probe structures deep in the planet. (ESS2-HS-3)

ESS3-HS Earth and Human Activity

Performance Standards

Students who demonstrate understanding can:

ESS3-HS-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

- Further Explanation: Examples of key natural resources include access to fresh water (such as rivers, lakes, and groundwater), regions of fertile soils such as river deltas, and high concentrations of minerals and fossil fuels. Examples of natural hazards can be from interior processes (such as volcanic eruptions and earthquakes), surface processes (such as tsunamis, mass wasting and soil erosion), and severe weather (such as hurricanes, floods, and droughts). Examples of the results of changes in climate that can affect populations or drive mass migrations include changes to sea level, regional patterns of temperature and precipitation, and the types of crops and livestock that can be raised.

ESS3-HS-2. Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

- Further Explanation: Emphasis is on the conservation, recycling, and reuse of resources (such as minerals and metals) where possible, and on minimizing impacts where it is not. Examples include developing best practices for agricultural soil use, mining (for coal, tar sands, and oil shales), and pumping (for petroleum and natural gas). Science knowledge indicates what can happen in natural systems—not what should happen.

ESS3-HS-3. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.

- Further Explanation: Examples of factors that affect the management of natural resources include costs of resource extraction and waste management, per-capita consumption, and the development of new technologies. Examples of factors that affect human sustainability include agricultural efficiency, levels of conservation, and urban planning.
- Content Limit: Assessment for computational simulations is limited to using provided multi-parameter programs or constructing simplified spreadsheet calculations.

ESS3-HS-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

- Further Explanation: Examples of data on the impacts of human activities could include the quantities and types of pollutants released, changes to biomass and species diversity, or areal changes in land surface use (such as for urban development, agriculture and livestock, or surface mining). Examples for limiting future impacts could range from local efforts (such as reducing, reusing, and recycling resources) to large-scale geoengineering design solutions (such as altering global temperatures by making large changes to the atmosphere or ocean).

ESS3-HS-5. Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.

- Further Explanation: Examples of evidence, for both data and climate model outputs, are for climate changes (such as precipitation and temperature) and their associated impacts (such as on sea level, glacial ice volumes, or atmosphere and ocean composition).
- Content Limit: Assessment is limited to one example of a climate change and its associated impacts.

ESS3-HS-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

- Further Explanation: Examples of Earth systems to be considered are the hydrosphere, atmosphere, cryosphere, geosphere, and/or biosphere. A n example of the far-reaching impacts from a human activity is how an increase in atmospheric carbon dioxide results in an increase in photosynthetic biomass on land and an increase in ocean acidification, with resulting impacts on sea organism health and marine populations.
- Content Limit: Assessment does not include running computational representations but is limited to using the published results of scientific computational models.

Supporting Content

ESS2.D: Weather and Climate

- Current models predict that, although future regional climate changes will be complex and varied, average global temperatures will continue to rise. The outcomes predicted by global climate models strongly depend on the amounts of human-generated greenhouse gases added to the atmosphere each year and by the ways in which these gases are absorbed by the ocean and biosphere. (ESS3-HS-6)

ESS2.D: Weather and Climate

- Current models project that, without human intervention, average global temperatures will continue to rise. The outcomes projected by global climate models strongly depend on the amounts of greenhouse gases added to the atmosphere each year and by the ways in which these gases are stored by Earth's systems. (ESS3-HS-6)

ESS3.A: Natural Resources

- Resource availability has guided the development of human society. (ESS3-HS-1)
- All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as well as benefits. New technologies and social regulations can change the balance of these factors. (ESS3-HS-2)

ESS3.B: Natural Hazards

- Natural hazards and other geologic events have shaped the course of human history. They have altered the sizes of human populations and have driven human migrations. (ESS3-HS-1)

ESS3.C: Human Impacts on Earth Systems

- The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources. (ESS3-HS-3)
- Scientists and engineers can make major contributions by developing technologies that produce less pollution and waste and that preclude ecosystem degradation. (ESS3-HS-4)
- Though the magnitudes of human impacts are greater than they have ever been, so too are human abilities to model, predict, and manage current and future impacts. (ESS3-HS-5)
- Through computer simulations and other studies, important discoveries are still being made about how the ocean, the atmosphere, and the biosphere interact and are modified in response to human activities. (ESS3-HS-6)

ET S1.B: Developing Possible Solutions

- When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, environmental impacts. (ESS3-HS-2, ESS3-HS-4)

Appendix A: Suggested Middle and High School Course Progressions

<u>Grades 6-8</u>											
Assessment Given At End of 8 th Grade As Either Cumulative ISAT OR Content Specific EOC											
<u>Conceptual Progressions</u>						<u>Science Domains</u>					
<u>Model</u>						<u>Model</u>					
<u>Course 1</u>		<u>Course 2</u>		<u>Course 3</u>		<u>Physical</u>		<u>Life</u>		<u>Earth</u>	
<u>SCs</u>	<u>PSs</u>	<u>SCs</u>	<u>PSs</u>	<u>SCs</u>	<u>PSs</u>	<u>SCs</u>	<u>PSs</u>	<u>SCs</u>	<u>PSs</u>	<u>SCs</u>	<u>PSs</u>
<u>PS1.A</u>	<u>PS1-MS-1</u>	<u>PS3.C</u>	<u>PS4-MS-3</u>	<u>LS2.C</u>	<u>LS2-MS-5</u>	<u>PS1.A</u>	<u>PS1-MS-1</u>	<u>LS1.A</u>	<u>LS1-MS-1</u>	<u>ESS1.A</u>	<u>ESS1-MS-1</u>
<u>PS1.B</u>	<u>PS1-MS-2</u>	<u>PS4.B</u>	<u>LS1-MS-1</u>	<u>LS4.A</u>	<u>LS2-MS-6</u>					<u>A</u>	
<u>PS2.A</u>	<u>PS1-MS-3</u>	<u>PS4.C</u>	<u>LS1-MS-2</u>	<u>LS4.B</u>	<u>LS4-MS-1</u>	<u>PS1.B</u>	<u>PS1-MS-2</u>	<u>LS1.B</u>	<u>LS1-MS-2</u>	<u>ESS1.B</u>	<u>ESS1-MS-2</u>
<u>PS2.B</u>	<u>PS1-MS-4</u>	<u>LS1.A</u>	<u>LS1-MS-3</u>	<u>LS4.C</u>	<u>LS4-MS-2</u>	<u>PS2.A</u>	<u>PS1-MS-3</u>	<u>LS1.C</u>	<u>LS1-MS-3</u>	<u>ESS1.C</u>	<u>ESS1-MS-3</u>
<u>PS3.A</u>	<u>PS1-MS-5</u>	<u>LS1.B</u>	<u>LS1-MS-4</u>	<u>LS4.D</u>	<u>LS4-MS-3</u>	<u>PS2.B</u>	<u>PS1-MS-4</u>	<u>LS2.A</u>	<u>LS1-MS-4</u>	<u>ESS2.A</u>	<u>ESS1-MS-4</u>
<u>PS3.B</u>	<u>PS1-MS-6</u>	<u>LS1.C</u>	<u>LS1-MS-5</u>	<u>ESS1.C</u>	<u>LS4-MS-4</u>					<u>A</u>	
<u>PS4.A</u>	<u>PS2-MS-1</u>	<u>LS2.B</u>	<u>LS1-MS-6</u>	<u>ESS2.D</u>	<u>LS4-MS-5</u>	<u>PS3.A</u>	<u>PS1-MS-5</u>	<u>LS2.B</u>	<u>LS1-MS-5</u>	<u>ESS2.B</u>	<u>ESS2-MS-1</u>
<u>LS2.A</u>	<u>PS2-MS-2</u>	<u>LS3.A</u>	<u>LS2-MS-3</u>	<u>ESS3.C</u>	<u>LS4-MS-6</u>	<u>PS3.B</u>	<u>PS1-MS-6</u>	<u>LS2.C</u>	<u>LS1-MS-6</u>	<u>ESS2.C</u>	<u>ESS2-MS-2</u>
<u>ESS1.B</u>	<u>PS2-MS-3</u>	<u>LS3.B</u>	<u>LS2-MS-4</u>	<u>ESS3.C</u>	<u>ESS1-MS-4</u>	<u>PS3.C</u>	<u>PS2-MS-1</u>	<u>LS3.A</u>	<u>LS2-MS-1</u>	<u>ESS2.D</u>	<u>ESS2-MS-3</u>
<u>ESS2.B</u>	<u>PS2-MS-4</u>	<u>ESS1.A</u>	<u>LS3-MS-1</u>	<u>ETS1.A</u>	<u>ESS3-MS-3</u>					<u>D</u>	
<u>ESS2.C</u>	<u>PS2-MS-5</u>	<u>ESS2.A</u>	<u>LS3-MS-2</u>	<u>ETS1.B</u>	<u>ESS3-MS-4</u>	<u>PS4.A</u>	<u>PS2-MS-2</u>	<u>LS3.B</u>	<u>LS2-MS-2</u>	<u>ESS3.A</u>	<u>ESS2-MS-4</u>
<u>ESS3.A</u>	<u>PS3-MS-1</u>	<u>ESS2.A</u>	<u>ESS2-MS-1</u>		<u>ESS3-MS-5</u>					<u>A</u>	
<u>ETS1.A</u>	<u>PS3-MS-2</u>	<u>ESS2.D</u>	<u>ESS2-MS-2</u>			<u>PS4.B</u>	<u>PS2-MS-3</u>	<u>LS4.A</u>	<u>LS2-MS-3</u>	<u>ESS3.B</u>	<u>ESS2-MS-5</u>
<u>ETS1.B</u>	<u>PS3-MS-3</u>	<u>ESS3.B</u>	<u>ESS2-MS-3</u>			<u>PS4.C</u>	<u>PS2-MS-4</u>	<u>LS4.B</u>	<u>LS2-MS-4</u>	<u>ESS3.C</u>	<u>ESS2-MS-6</u>
	<u>PS3-MS-4</u>	<u>ETS1.A</u>	<u>ESS2-MS-4</u>			<u>ETS1.A</u>	<u>PS2-MS-5</u>	<u>LS4.C</u>	<u>LS2-MS-5</u>	<u>ESS3.C</u>	<u>ESS3-MS-1</u>
	<u>PS3-MS-5</u>	<u>ETS1.B</u>	<u>ESS2-MS-5</u>			<u>ETS1.B</u>	<u>PS3-MS-1</u>	<u>LS4.D</u>	<u>LS2-MS-6</u>		<u>ESS3-MS-2</u>
	<u>PS4-MS-1</u>		<u>ESS2-MS-6</u>				<u>PS3-MS-2</u>	<u>ETS1.B</u>	<u>LS3-MS-1</u>		<u>ESS3-MS-3</u>
	<u>PS4-MS-2</u>		<u>ESS3-MS-1</u>				<u>PS3-MS-3</u>		<u>LS3-MS-2</u>		<u>ESS3-MS-4</u>
	<u>LS2-MS-1</u>		<u>ESS3-MS-2</u>				<u>PS3-MS-4</u>		<u>LS4-MS-1</u>		<u>ESS3-MS-5</u>
	<u>LS2-MS-2</u>						<u>PS3-MS-5</u>		<u>LS4-MS-2</u>		
	<u>ESS1-MS-1</u>						<u>PS4-MS-1</u>		<u>LS4-MS-3</u>		
	<u>ESS1-MS-2</u>						<u>PS4-MS-2</u>		<u>LS4-MS-4</u>		
	<u>ESS1-MS-3</u>						<u>PS4-MS-3</u>		<u>LS4-MS-5</u>		
									<u>LS4-MS-6</u>		

Grades 9-12													
DISTRICT CHOICE		BIOLOGY				CHEMISTRY				PHYSICS			
No Assessment		Biology EOC				Chemistry EOC				No Assessment			
Modified Science Domains Model						Science Domains Model							
Biology		Chemistry		Physics		Chemistry		Physics		Biology		Earth/Space	
SCs	PSs	SCs	PSs	SCs	PSs	SCs	PSs	SCs	PSs	SCs	PSs	SCs	PSs
LS1.A	LS1-HS-1	PS1.A	PSC1-HS-1	PS1.A	PSP1-HS-1	PS1.A	PSC1-HS-1	PS1.A	PSP1-HS-1	LS1.A	LS1-HS-1	ESS1.A	ESS1-HS-1
LS1.B	LS1-HS-2	PS1.B	PSC1-HS-2	PS2.A	PSP1-HS-2	PS1.B	PSC1-HS-2	PS2.A	PSP1-HS-2	LS1.B	LS1-HS-2	ESS1.B	ESS1-HS-2
LS1.C	LS1-HS-3	PS1.C	PSC1-HS-3	PS2.B	PSP1-HS-3	PS1.C	PSC1-HS-3	PS2.B	PSP1-HS-3	LS1.C	LS1-HS-3	ESS1.C	ESS1-HS-3
LS2.A	LS1-HS-4	PS2.B	PSC1-HS-4	PS3.A	PSP1-HS-4	PS2.B	PSC1-HS-4	PS3.A	PSP1-HS-4	LS2.A	LS1-HS-4	ESS2.A	ESS1-HS-4
LS2.B	LS1-HS-5	PS3.A	PSC1-HS-5	PS3.B	PSP1-HS-5	PS3.A	PSC1-HS-5	PS3.B	PSP1-HS-5	LS2.B	LS1-HS-5	ESS2.B	ESS1-HS-5
LS2.C	LS1-HS-6	PS3.B	PSC2-HS-1	PS3.C	PSP1-HS-6	PS3.B	PSC2-HS-1	PS3.C	PSP1-HS-6	LS2.C	LS1-HS-6	ESS2.C	ESS1-HS-6
LS2.D	LS1-HS-7	PS3.D	PSC2-HS-2	PS3.D	PSP2-HS-1	PS3.D	PSC2-HS-2	PS3.D	PSP2-HS-1	LS2.D	LS1-HS-7	ESS2.D	ESS2-HS-1
LS3.A	LS2-HS-1	PS4.B	PSC2-HS-3	PS4.A	PSP2-HS-2	PS4.B	PSC2-HS-3	PS4.A	PSP2-HS-2	LS3.A	LS2-HS-1	ESS2.E	ESS2-HS-2
LS3.B	LS2-HS-2	ESS2.C	PSC2-HS-4	PS4.B	PSP2-HS-3	ETS1.C	PSC2-HS-4	PS4.B	PSP2-HS-3	LS3.B	LS2-HS-2	ESS3.A	ESS2-HS-3
LS4.A	LS2-HS-3	ESS2.D	PSC2-HS-5	PS4.C	PSP2-HS-4		PSC2-HS-5	PS4.C	PSP2-HS-4	LS4.A	LS2-HS-3	ESS3.B	ESS2-HS-4
LS4.B	LS2-HS-4	ESS3.A	PSC3-HS-1	ESS1.A	PSP2-HS-5		PSC3-HS-1	ETS1.A	PSP2-HS-5	LS4.B	LS2-HS-4	ESS3.C	ESS2-HS-5
LS4.C	LS2-HS-5	ESS3.C	PSC3-HS-2	ESS1.B	PSP3-HS-1		PSC3-HS-2	ETS1.C	PSP3-HS-1	LS4.C	LS2-HS-5	ESS3.C	ESS2-HS-6
LS4.D	LS2-HS-6	ETS1.A	PSC3-HS-3	ESS2.A	PSP3-HS-2		PSC3-		PSP3-	LS4.D	LS2-HS-6	PS1.C	ESS2-

<u>ESS1.C</u>	<u>LS2-HS-7</u>	<u>ETS1.B</u>	<u>PSC3-HS-4</u>	<u>ESS2.B</u>	<u>PSP3-HS-3</u>	<u>HS-3</u>	<u>HS-2</u>	<u>ETS1.B</u>	<u>6</u>	<u>HS-7</u>
<u>ESS2.E</u>	<u>LS2-HS-8</u>	<u>ETS1.C</u>	<u>PSC3-HS-5</u>	<u>ETS1.A</u>	<u>PSP3-HS-4</u>	<u>PSC3-HS-4</u>	<u>PSP3-HS-3</u>	<u>LS2-HS-7</u>	<u>PS3.D</u>	<u>ESS3-HS-1</u>
<u>ESS3.B</u>	<u>LS3-HS-1</u>		<u>ESS2-HS-4</u>	<u>ETS1.B</u>	<u>PSP3-HS-5</u>	<u>PSC3-HS-5</u>	<u>PSP3-HS-4</u>	<u>LS2-HS-8</u>	<u>PS4.A</u>	<u>ESS3-HS-2</u>
<u>ESS3.C</u>	<u>LS3-HS-2</u>		<u>ESS2-HS-5</u>	<u>ETS1.C</u>	<u>ESS1-HS-1</u>		<u>PSP3-HS-5</u>	<u>LS3-HS-1</u>	<u>PS4.B</u>	<u>ESS3-HS-3</u>
<u>ETS1.A</u>	<u>LS3-HS-3</u>		<u>ESS2-HS-6</u>		<u>ESS1-HS-2</u>			<u>LS3-HS-2</u>	<u>ETS1.B</u>	<u>ESS3-HS-4</u>
<u>ETS1.B</u>	<u>LS4-HS-1</u>		<u>ESS3-HS-2</u>		<u>ESS1-HS-3</u>			<u>LS3-HS-3</u>		<u>ESS3-HS-5</u>
<u>ETS1.C</u>	<u>LS4-HS-2</u>		<u>ESS3-HS-5</u>		<u>ESS1-HS-4</u>			<u>LS4-HS-1</u>		<u>ESS3-HS-6</u>
	<u>LS4-HS-3</u>		<u>ESS3-HS-6</u>		<u>ESS2-HS-1</u>			<u>LS4-HS-2</u>		
	<u>LS4-HS-4</u>				<u>ESS2-HS-2</u>			<u>LS4-HS-3</u>		
	<u>LS4-HS-5</u>				<u>ESS2-HS-3</u>			<u>LS4-HS-4</u>		
	<u>LS4-HS-6</u>							<u>LS4-HS-5</u>		
	<u>ESS1-HS-5</u>							<u>LS4-HS-6</u>		
	<u>ESS1-HS-6</u>									
	<u>ESS2-HS-7</u>									
	<u>ESS3-HS-1</u>									
	<u>ESS3-HS-3</u>									
	<u>ESS3-HS-4</u>									

Appendix B: Glossary of Terms

This tool provides terminologies that represent the overarching concepts and ideas needed to understand the Idaho State Science Standards. The Glossary of Terms is not meant to be exhaustive, but seeks to address critical terms and definitions essential in building science content knowledge and understanding. This tool will assist in promoting consistency across disciplines, increasing student outcomes, and improving stakeholder communication.

analyze - studying the data of an investigation or experiment and looking for trends or patterns in the data or graph to see if the change had an effect

argument/evidence-based account - a reason or set of reasons given with the aim of persuading others that an action or idea is right or wrong, based on empirical evidence

cause and effect - the relationship between events or things, where one is the result of the other or others (action and reaction)

claim - to state or assert that something is true, typically without providing evidence

classify - grouping items together based on traits and/or characteristics

data - the result of your experimentation (facts, figures, and other evidence) that you usually record on a chart and then make a graph

empirical - verifiable by observation (using senses) or experience

evidence - the available body of facts or information indicating whether a claim or proposition is true or valid

example - a thing characteristic of its kind or illustrating a general rule/idea

experimental design - a method of research in which a controlled experimental variable is subjected to special treatment for the purpose of comparison with a variable kept constant

fact - an observation that has been repeatedly confirmed

graph - a diagram showing the visual relationship between variable quantities

hypothesis - a testable statement about the natural world that can be used to build more complex inferences and explanations

inference - a conclusion reached on the basis of evidence and reasoning

interpret - to explain and understand the meaning of evidence based on credible scientific information

investigation - a process to carry out a systematic or formal inquiry to discover and examine the facts

law - a descriptive generalization about how some aspect of the natural world behaves under stated circumstances

measure - to determine the dimensions, quantity or capacity of an object

model (computational, mathematical, etc.)- a representation of an idea, object, process or a system that is used to describe, explain, and make predictions about phenomena that cannot be experienced directly

observation - receiving knowledge of the natural world through our senses, recording information using scientific tools or instruments

pattern/trend - consistent and recurring set of characteristics or traits that helps in the identification of a phenomenon or problem and serves as an indicator or model for predicting future behavior

prediction - a forecast or statement about an uncertain event that is based upon experience or evidence

relationship - the connections between two variables

science - the process of trying to understand the world around us through exploration, invention, and problem solving

scientific reasoning - a justification that connects evidence to a claim

simulation - the imitation of the operation of a real-world process or system over time

solution - a method or a process for dealing with a problem that relies on scientific and/or engineering practices

theory - a substantiated explanation of some aspect of the natural world, based on a body of facts that have been repeatedly confirmed through observation and experiment; the scientific community validates each theory before it is accepted; if new evidence is discovered that the theory does not accommodate, the theory is generally modified in light of this new evidence

variable - any factor that can be controlled, changed, and/or measured; usually in an experiment